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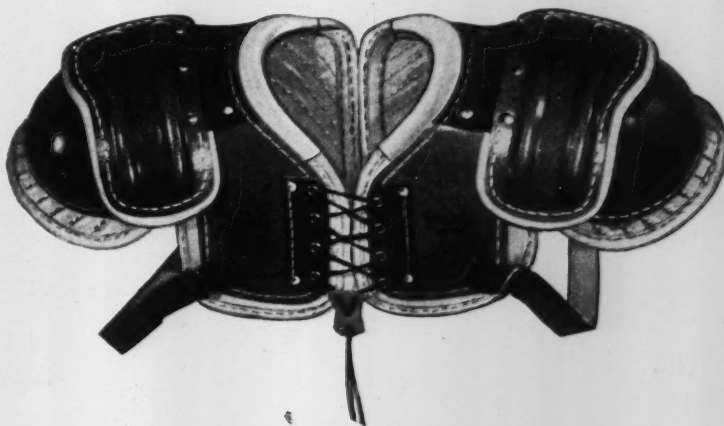


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SCHOLASTIC COACH is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, the American High School Weekly; issued in two editions, one for students and one for teachers.

Address all editorial and advertising communications to SCHOLASTIC COACH, 220 East 42nd Street, New York, N. Y.

G. Herbert McCracken, publisher.

Subscription for the United States and Canada \$1.50 a year. Foreign \$2. Back issues: 25 cents, current volume: 50 cents, previous volumes. All correspondence concerning subscriptions and circulation should be addressed to Circulation Department, 430 Kinnard Ave., Dayton, Ohio.

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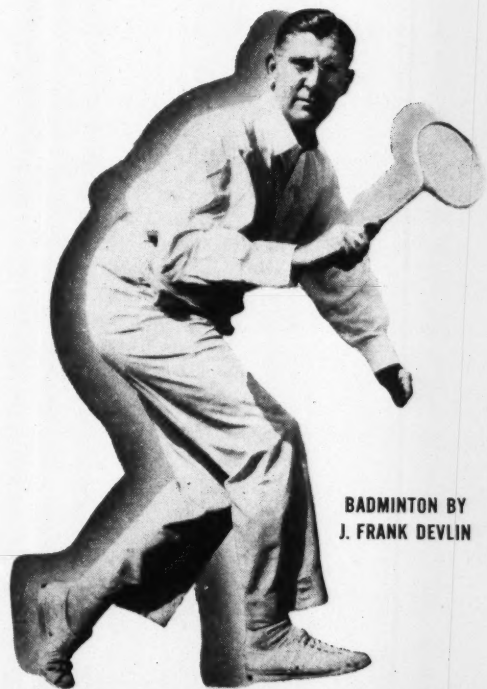
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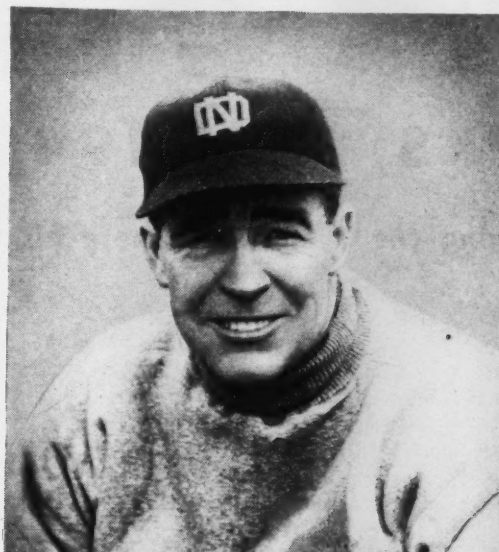


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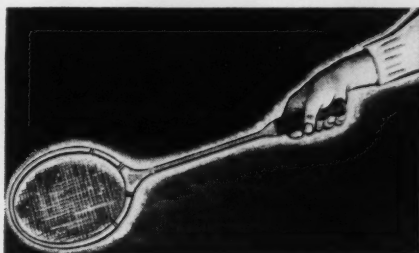
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DON BUDGE



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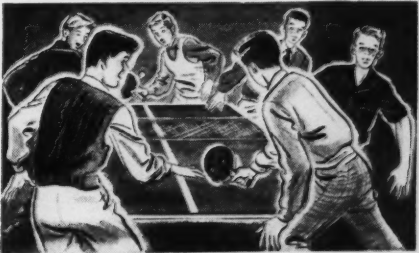
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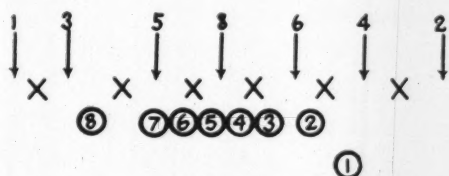
HOW TO BEAT A SHIFTING DEFENSE

By Irving Katznelson

Irving Katznelson, former Providence College football star now coaching at Central High School, Providence, R. I., offers a solution to that coaching bugaboo—the shifting defense.

WHAT coach hasn't seen weeks of painstaking work on timing, fundamentals, and assignments go out the window against a team that refused to stay put on defense?

The shifting defense is anathema to the offensive coach. It is difficult enough to forge an attack against an orthodox six-man line, but when the opponents start springing five, six (orthodox, undershifted, over-



Diag. A

shifted), seven and even eight-man lines, the coach's troubles really begin.

Even where you face a six-man line throughout the game, there are problems to be met. On the 50, it is one type; probably orthodox. On the 20, it is a little different; on the 10, a little more compact; and inside the 10, very much different. Two years ago, Yale effectively used a six-man line in which three men had seven-man line spacing and the others five-man spacing.

Let us suppose that, while an inside tackle play is being called in your huddle, the defensive team suddenly shifts into a five-man line. If the players execute their ordinary six-man assignments, the play will be stopped. What is the poor quarterback to do? He asks you and you tell him the play shouldn't be called. This doesn't answer the question.

What can you do? Some coaches put in a few special plays for five- and seven-man lines. That may be a solution, but how does the quarterback know in a huddle what type of line he will meet when he comes out of it? A play designed against a five or a seven usually will not go against a six.

Hence, the ideal solution is to design every play so that it can be run against any line—five, six, seven, eight, even nine, undershifted or

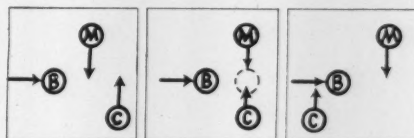
overshifted. You can do this with a shifting offense.

This sounds complicated. You may be conjuring pictures of spreads and shifting linemen. But actually it is very simple. There are no spreads or shifting of linemen from their normal positions.

The principle is this: two men at the core of the play to open the hole with the others blocking away from the spot.

Diag. A shows how this may be done. Both the defensive holes and the offensive linemen are numbered. The numbering is for a single wing unbalanced line to the right. But the principle may be applied to other formations. On left formations, the players take the same relative positions.

The plays are numbered 1, 1-2, 4-5, 7-8, or any such combination preceded by the cycle number (based on defensive holes). Every



Diag. B

team has an off-tackle play. Let us say they call it 44. The new numbering will be 4 (1-2). The wingback and end open the hole and everyone else from 3 down block away from the spot, except the pulling men.

The boys do not have to worry about any particular player or the position he takes. No. 2's primary responsibility is to take alone any man to his inside that cannot be taken by 3. If there is no opponent there, he takes the man in front of him or to his outside with the aid of the wingback. This takes care of any defensive setup in which there is a man between 2 and 3.

The wingback, 1, must first determine whether his end, 2, has to block a man to his inside. If he does, the wingback takes the next man to the right or goes through for the inside backer-up. His course depends on the position of the defensive lineman. If the latter sets up as a tackle, 1 takes him. If he becomes an end, 1 goes through.

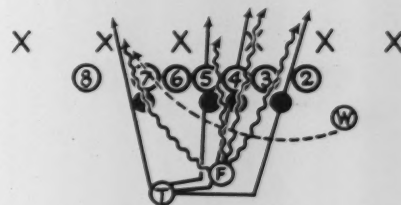
An opponent is considered a defensive strong-side tackle when he plays in front of the end or within a yard outside of him. When posi-

tioned farther out, he is considered an end.

Against any defensive setup in which there is a player between 2 and 3, as in a five-man line, the wingback will find it advantageous to vary his position from the usual one-yard-out-one-yard-back to two or even three yards out so that he will have a good flanking angle on the opponent outside the offensive end. If this man stays in, he invites a sweep around end. If he moves out, he leaves a big hole for off-tackle shots.

All the players from 3 down block away from the play those opponents directly in front of them or to their left. No one is responsible for a man to his right. It's too tough to take such a man in. If there is no one to take, the offensive lineman hesitates a moment as a blocking post and goes through for secondary. The two guards pull and lead or the first guard may take the end and the other lead.

When two men are assigned to open a hole, as in a buck between 3 and 4 against a six-man line, one man blocks left and the other right.



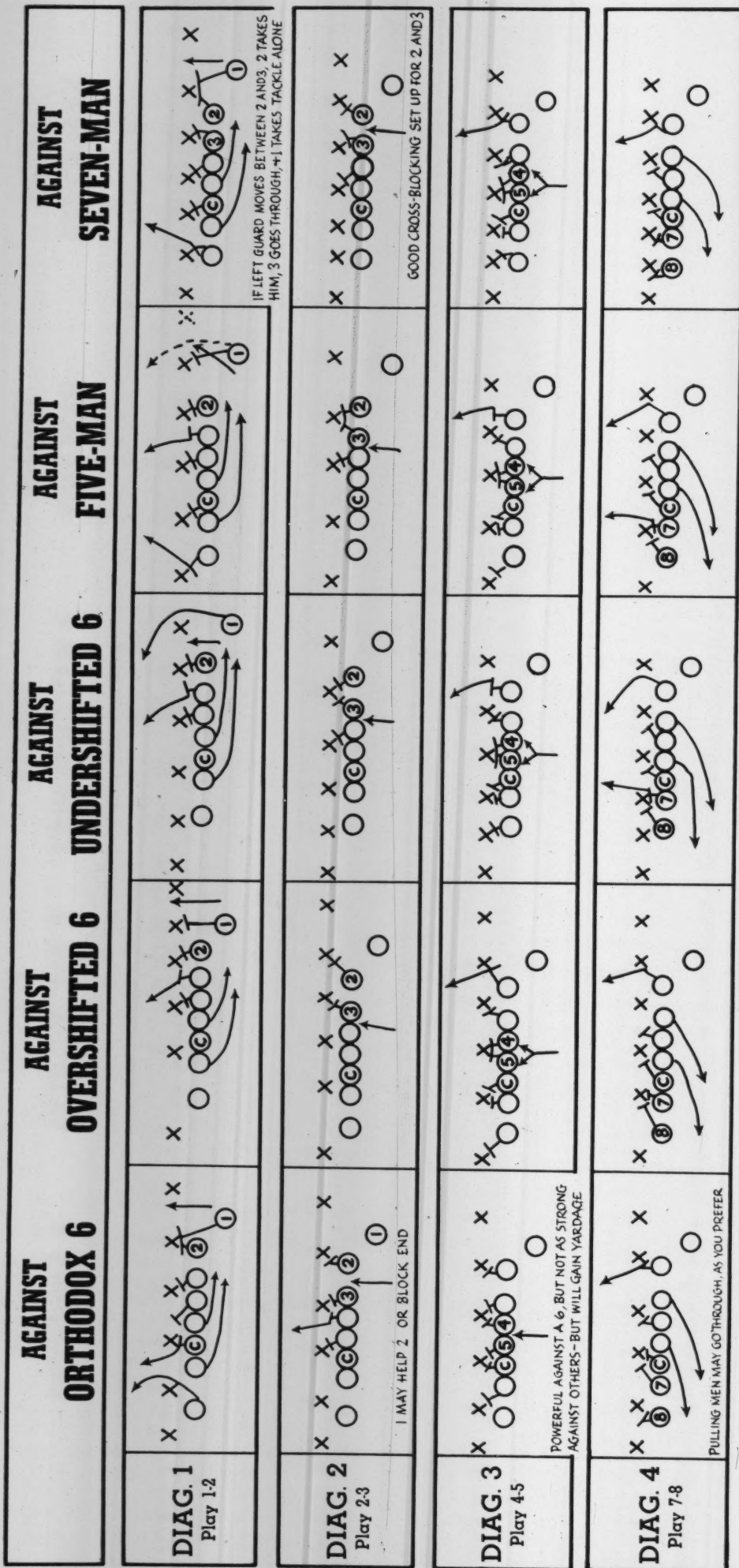
Diag. C

If there is a man in the slot, the two core players double team him. The ball-carrier drives between the two hole openers or a foot to either side.

Note the 2-3 play (**Diag. 2**). No. 3 takes his man to the left and 2 blocks his man to the right, if there is no one between them. If a man is in the seam, they double team him right or left, or even cross-block.

When two players always work together, it is customary for them to have special signals. It doesn't take them long to learn what to do. They talk things over during the week and plan their attack. Everyone else from 4 down blocks away from the play or takes secondary.

On shots between the tackles, where the players assigned to block away from the play have no one to take, they do not immediately go through for secondary. They hold



up momentarily as blocking posts before going through.

On plays to the strong side in which guard 7 does not pull out, he or the end, 8, goes through for the backer-up, depending on the defensive setup.

Build a better mousetrap

While most teams are still using mousetraps, the stunt is not paying the dividends it used to. For one thing, the coaching profession now knows what it is all about. Another reason for its decreasing effectiveness is the rise of shifting defenses. Mousetraps catch nothing where the mouse sets up a yard to the right or left of his normal position. He spoils the timing of the play, upon which all traps hinge.

The inside mousetrap is based on two principles: that of *position* of the ball-carrier and that of *clearing a path*.

To have position, the carrier must be inside the mouse—the farther inside the better. The defensive player doesn't necessarily have to cross the line for the play to work. He can be taken on the line if the runner has position. The play works best when the carrier breaks into the hole just as the blocker passes in front of him.

In **Diag. B**, C is the carrier, B the blocker, and M the mouse. In the first panel, the relationship between B and M is poor as the blocker is driving the mouse into the path of the runner. In the second panel, the angle is fair. There is a possibility that the blocker may smack the mouse away from the runner. But what usually happens is that either M or B blocks the path of the runner.

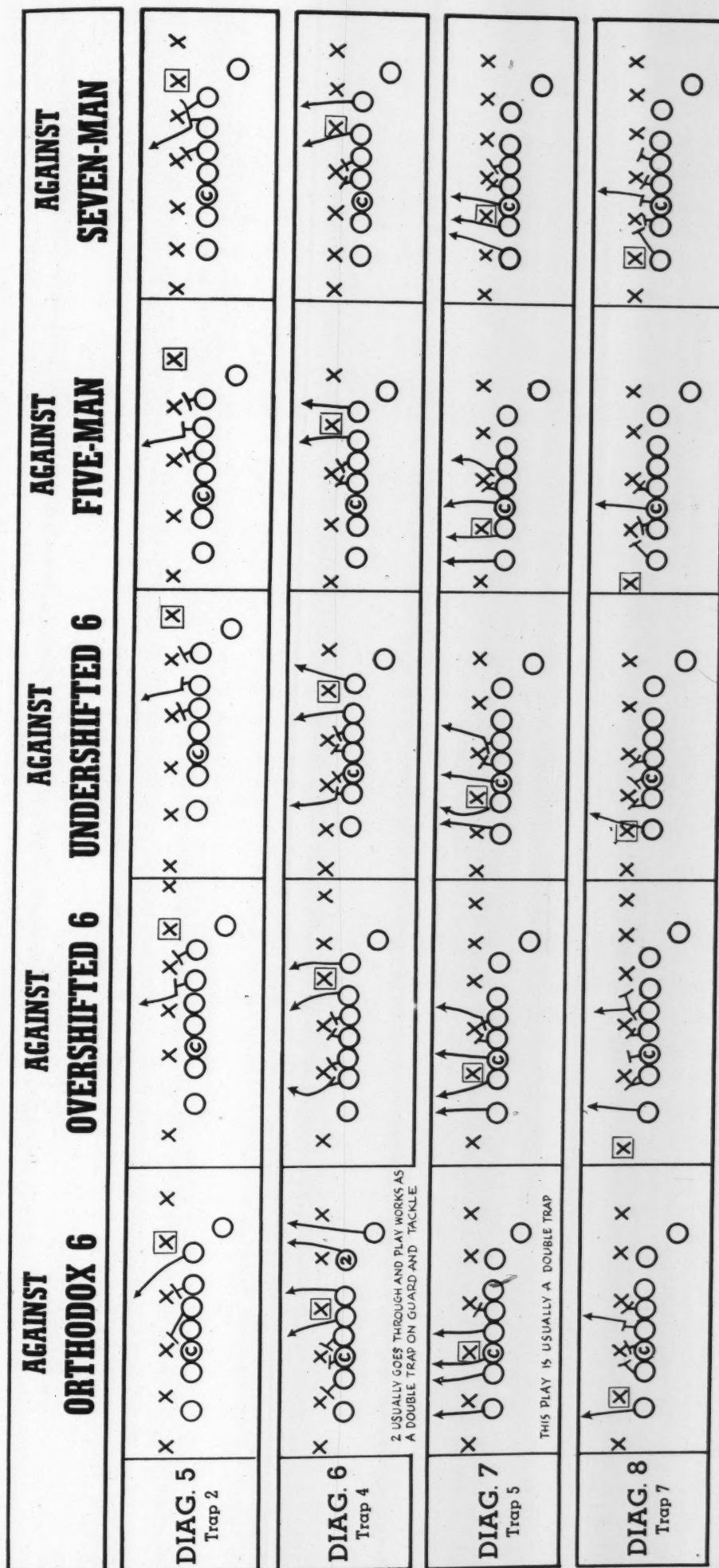
The third angle is by far the best. In this setup, B's block doesn't have to be perfect. With his natural screening position, B need only throw a partial block for the runner to romp through.

Clearing the path

The object of the play is to have the trapper meet the mouse at a spot clear of the runner's path. This brings us to the second principle—that of clearing the path.

Diag. C shows the possible paths of T, the tailback; F, fullback; and W, wingback when hitting holes on mousetraps. The heavy lines indicate the paths of T; the broken lines the paths of W; and the wavy lines the paths of F.

If a defensive player enters the black spot area, the play most likely will fail. No better result is possible where the trapper hits and stops in this zone, or hits and is stopped. In



either case, the play will be piled up.

Regardless of the defensive setup, mousetraps will work if you number the plays offensively. The keys are 2, 4, 5, and 7. In mousetraps on the strong-side tackle, the trapper looks for the first man playing in front of or to the right of 2, the offensive end; when the strong-side guard is to be mousetrapped, the trapper looks for the first man on the outside of the inside tackle (4); the weak-side guard is considered to be the first man on the left of 5; and the weak-side tackle the first man on the left of the weak-side guard.

This system of numbering the mousetraps assures the runner of a clear path with the mouse on the outside. **Diags. 5 through 8** show the blocking assignments on all mousetraps. The boxed figure is the mouse.

The system has these advantages:

1. It enables the attackers to know exactly who to mousetrap merely by the position he takes. The linemen do not take certain men because they are guards or tackles, but because they are at certain spots on definite plays. A definite man is not trapped—a certain *position* is. In mousetrapping strong-side tackles, for example, the man to be trapped may be a tackle, guard, end, or even a backer-up, depending on the setup.

2. The mouse is always on the outside of the runner, giving the blocker a good shot at him.

3. It usually sets up angle blocks for the linemen.

4. It eliminates confusion.

In a general sense, the offensive numbering system offers these benefits:

1. Where the traditional offense is based on an orthodox six-man line, which leads to confusion when the defense switches to something else, offensive numbering of plays takes care of any defense.

2. Where, ordinarily, the players must learn four or five assignments for each play and must know how to switch assignments, offensive numbering embodies five assignments at most against all defenses.

3. Where the ordinary offense seldom can exploit the weaknesses of the defense when it shifts into a five, seven, or undershifted or overshifted six, the offensive numbering system works effortlessly against all.

4. Where, ordinarily, the player must take a definite opponent, even if it is practically impossible to get at him, the accompanying number system gives every player an angle block or at least a shot at a man directly in front of him.



Above: The hub of the Fillmore T—the quarter is reversed, the No. 2 back is in a tripod stance, and the No. 1 back in an erect stance with hands on knees. The quarter receives a hand pass, as shown, and pulls ball up into stomach.

BACKFIELD TWIST TO THE "T"

By Eugene V. Kennedy

Eugene V. Kennedy directs the department of health education and interscholastic activities at the Fillmore, Calif., Union Jr.-Sr. High School.

IN COMMON with a vast number of high schools and colleges, Fillmore, following the success of Shaughnessy and Halas with the T formation, adopted the T with all its modern innovations.

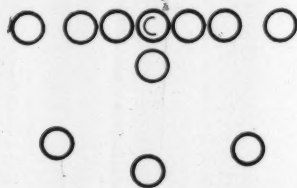
We even went a step farther. To improve the speed and deception in execution, we changed the position of the quarterback.

In the regular T, he stands facing the line of scrimmage with his hands under the center's crotch. Every time he hands, or fakes handing, the ball to one of the backs, he turns his back to the scrimmage line.

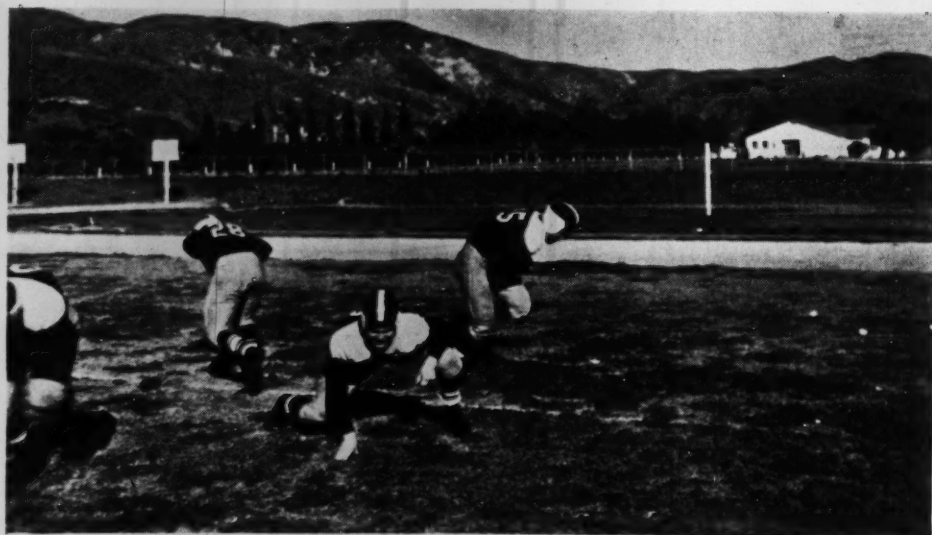
Since he does this every time, we figured, why waste the time it takes to wheel? So we eliminated the necessity of turning by placing the quarterback directly behind the center with his buttocks against the center's.

He stoops over, reaches through his legs, and places his hands in a position that allows the center to hand him the ball. This makes for greater speed in ball-handling and enables the quarterback to hide the ball more easily from the defense.

To assure this facility of striking power, we also changed the position of the other backs. In the T, they are lined up as follows:

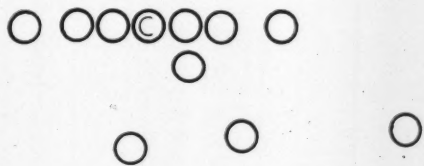


Backs in position one count after snap (third play, first column basic T plays). The quarter has just swung the ball up into his stomach and is nursing it with his right hand. He fakes with the other hand to No. 2 back and will hand ball to No. 1.

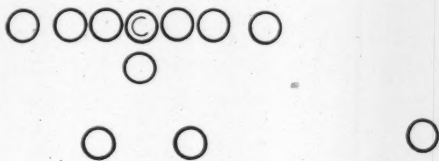


Running off the third play in the second column of basic T plays. Center has just blocked, quarter has faked the ball to No. 1. (who is running out of the picture), slipped it to No. 2, and faded back. The ball may be barely seen under No. 2's arm.

If the left halfback is in motion, as he frequently is, the backfield formation, after the quarterback turns, becomes somewhat unbalanced, as shown:

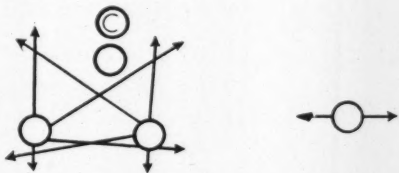


In the Fillmore formation, the strength is more equally distributed:



This gives us much better balance, with the wide flank in a good blocking position on the ends or backs. He is also a decided threat as a forward pass receiver.

The backs work in a number of ways, such as:



Number 1 or 2 may go forward or cross, with either the first or second man taking the ball. No. 1 may go forward with the other moving laterally for a quick shovel pass. All these paths offer wide possibilities as well as pressuring the defense.

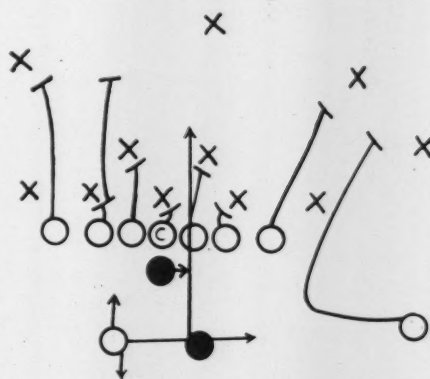
We are also able to quick kick from this formation, as either 1 or 2 may back up before the snap of the ball and receive a direct pass from the center through the quarterback. This quick kick threat has a decided advantage in helping spread the defense.

The center plays with one hand on the ball and the other upon the ground, like a lineman. He does all his passing or handing of the ball with one hand. By grounding his other hand, he obtains good balance and thus makes it tougher for the opponents to upset him. In fact, he is very valuable as a blocker.

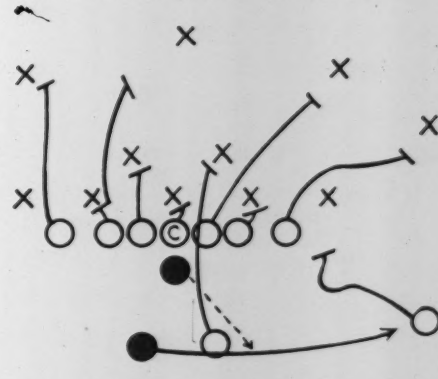
Early in the season, a few critics claimed that it would be easy to shove him back on the quarterback. But this never happened during the season, although several teams attempted it.

We feel sure this system has considerable merit and, other things being equal, should prove trying to the opponents.

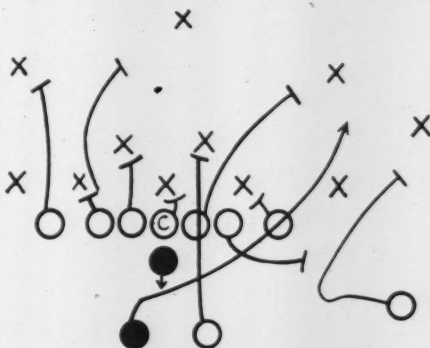
FILLMORE'S BASIC "T" PLAYS



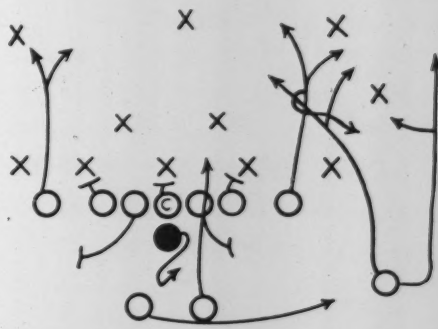
The basic play: While the full drives into the line, the No. 1 back may fake a quick kick by backing up before the snap, or fake a shovel pass or a delayed buck. Arrows show his options.



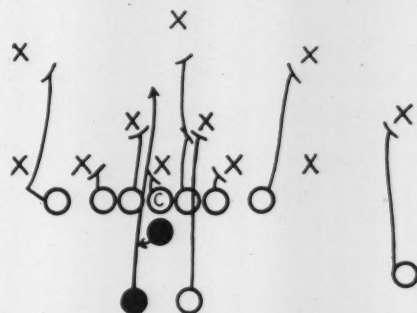
A good fake by the full will simplify the blocking considerably on this sweep. By running parallel to line, the right end gets a good blocking angle. Carrier must be fast and shifty in the open.



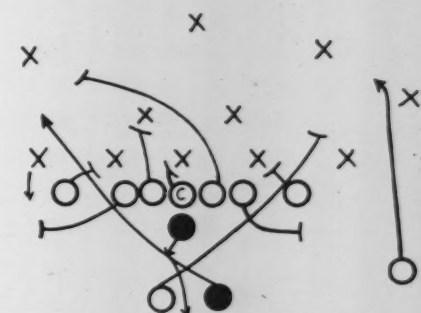
If the end starts watching the flanker, this is a good option to fool him with. The right end and tackle cross block, while the No. 1 back drives inside the end.



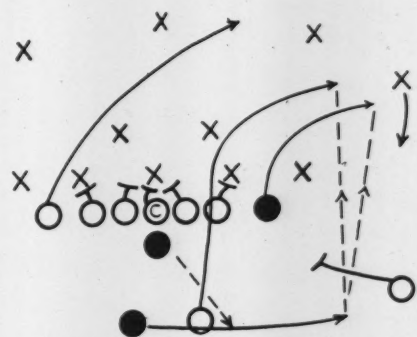
After faking to the full, the quarter steps back to pass. Various paths for the receivers are outlined. The flanker should be able to outmaneuver his man.



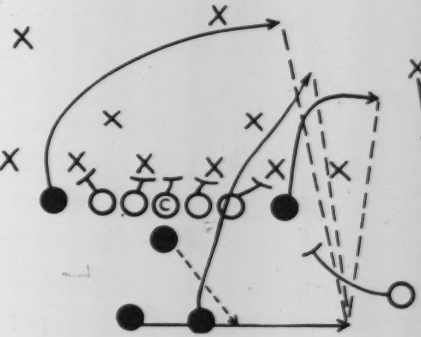
A very good play against a five-man line, with the quarterback faking to the full and giving to the No. 1 back. Make sure the backer-up doesn't smell this one.



This pass play can be worked with either the full or the half crossing first. It can also be worked with the half taking the ball. Guards are reassigned.



This pass strengthens the sweep. If the half comes up fast to cover the runner, the right end goes behind him for a short pass. Full and left end go deep.



Here's the adjacent pass play against a six-man line. As you can see, it works even better. The passer has the same three potential receivers—ends and full.



YOUR ARCHERY EQUIPMENT

FOLLOWING the main trend of the day in physical education, which is toward the recreational type of activity, archery is making steady progress in our school and college programs.

Several factors account for its mushrooming popularity. First, of course, is the fascination this sport always has had for young and old alike. Another is the modern method of shooting, which is easier to learn and more accurate than the old. Bearing on this is the development of more efficient bows and arrows.

Then there are the desirable therapeutic values of the sport. Archery actually develops superior bodily carriage, posture, strength, and lung capacity.

The selection of proper equipment is of utmost importance in developing and maintaining interest in a school program of archery. It is of vital importance to have the bows and arrows "fit" the archer. At the same time, the equipment must be durable and economical.

Arrows

The buyer has a choice of two kinds of arrows—self and footed. The former is made of a single piece of wood, whereas the latter has a section of hardwood spliced to the foreshaft, making it more durable.

For group shooting, the best type of arrow is one 5/16 inches in diameter. The stiffness (spine) and the bow's weight have a great effect on the arrow's flight. Cheap arrows with inferior spines have lit-

tle accuracy. Hence, it will pay you to choose your arrows carefully.

Port Orford cedar arrows are your best bet. They have excellent spine qualities, are economical, and stay straight when properly cared for. When making your purchase, examine the nocks to be sure they are round-bottomed and not sharp where they emerge (to spare the bowstring), and that the feathers are properly adjusted.

If all the arrows are painted the same color, you may distinguish the individual sets by applying bands of narrow cellophane tape to the shaft-neck. These tapes come in many different colors, affording you numerous combinations.

Length of arrows

The sets of arrows vary in length according to the shooter. Usually they range from 24 to 28 inches, depending on the length of the archer's arm. Sometimes they may be as short as 21 inches. Most high school girls will take a 26-inch arrow; boys an inch longer. It's a good idea to buy a few sets of intermediate sizes.

The following tables give a close approximation as to the proper length of the equipment.¹ They are

¹Chambers, Pat, *Archery*, Pine Bluff, Ark.: Ben Pearson Co.

This young archer is making effective use of a ground quiver with a bow attachment. An inexpensive device, the ground quiver is especially practical for group work in the outdoor program.

What the well-equipped archers are wearing and using: the lacing hook-and-eyelet armguard, the individual belt quiver, and the regulation target (50 inches in diameter with five circles).

based on the individual's arm spread.

Spread-Measurement to Determine Suitable Arrow Length

Spread	Arrow Length
45-50 inches	19-20 inches
51-53 inches	19-22 inches
54-56 inches	22-23 inches
57-59 inches	23-24 inches
60-62 inches	24-25 inches
63-65 inches	25-26 inches
66-68 inches	26-27 inches
69-71 inches	27-28 inches
72-74 inches	29-30 inches

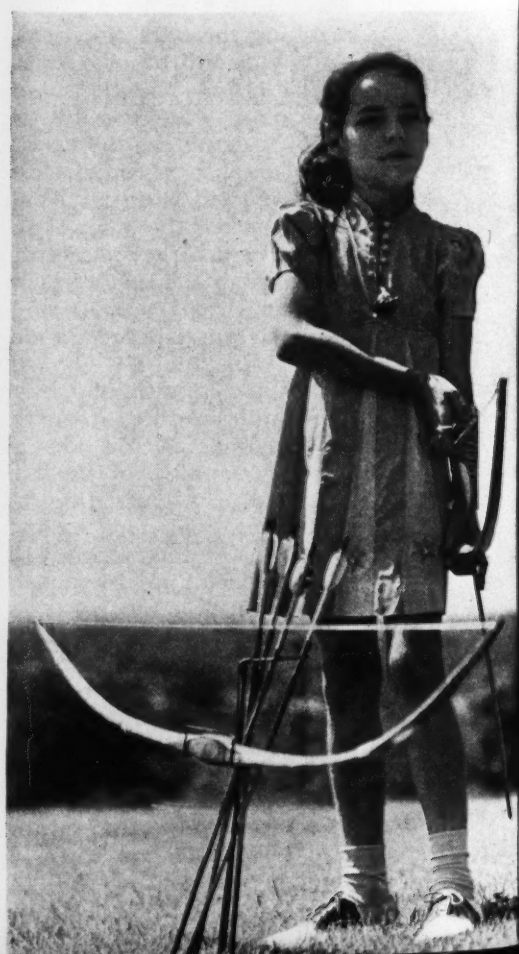
Suggested Ratio Arrow Length to Target Bow Length

Arrow Length	Bow Length
20 inches	Not under 4 ft.
22 inches	Not under 4 ft. 6 in.
25 inches	Not under 5 ft.
27 inches	Not under 5 ft. 6 in.
28 inches	Not under 5 ft. 8 in.
30 inches	Not under 6 ft.

Selecting your bows

Most good bows are made of yew, osage orange, or lemonwood. While it is generally agreed that yew and osage are most desirable, their cost makes them prohibitive for school use. Lemonwood is your best all-around bet. It is very reasonably priced and at the same time makes for a good-looking and serviceable bow.

For target shooting, a fairly light bow is recommended. The length



of the bow is determined largely by the length of the arrow (see table). A short arrow in a long bow or a long arrow in a short bow, is hardly conducive to maximum success.

The modern trend is toward lighter bows, especially for beginners. This is particularly true for beginning girls, who are often discouraged when equipped with a bow too tough for them to handle.

Here are the things to look for in selecting a bow:²

1. Does the drawn bow bend evenly all the way from the handle to the tips of the bow?

2. Do the upper and lower arms bend similarly?

3. When strung, does the string divide the bow in half down its entire length, or is it lopsided due to twisting?

4. Does it follow the grain of the wood even to the extent of having curves or bumps where the grain curves?

5. Does it return to its original shape, with a minimum of "following the string," after it is unstrung?

6. Does it feel comfortable in the hand?

7. Are the pins and knots taken care of either by plugging or leaving extra wood around them (whichever the occasion demands)?

8. Is its weight and strength suitable for your purpose?

For group instruction, a number of extremely light bows will come in handy for teaching the full draw position. As they will not be used for actual shooting, you can have them made in the shop department. Twine will suffice for strings.

These bows are useful when working with large groups and limited equipment. It is risky to let students idle while awaiting their turns with the bows. They may lose interest. These make-shift bows provide a cheap means of keeping them usefully occupied at practicing the draw.

Care of bows and arrows

Following are a few suggestions for the care of bows and arrows which, if subscribed to, will well repay the small effort required.³

Bows

1. If other persons are permitted to shoot your bow, make sure that arrows of proper length are used; otherwise the bow may be overdrawn and broken or injured.

2. Always unstring your bow after shooting, as otherwise it will take a permanent set and impair the cast. A bow is said to follow the string

when it does not straighten when unstrung.

3. Do not straighten a bow by bending it backwards as it is injurious to the fibres of the wood and may also break the bow at the handle dips.

4. Do not keep your bow in a moist room. Lay bow on flat of back or suspend rather than stand on end.

5. In cold weather do not pull your bow to a full draw position until it has been flexed gradually. Sudden strain on cold wood is liable to cause it to splinter.

6. After shooting, rub bow with wax and dry cloth. Strings that are not latexed should be waxed.

7. Be careful not to overdraw your bow with an arrow too long for it; and never pull your bow to full draw position without an arrow on the string. To do so may overdraw and break the bow.

8. Never snap string of bow more than three or four inches without an arrow in shooting position.

9. Replace worn strings before there is danger of breakage. Many bows are broken through the breakage of strings.

Arrows

1. After shooting, clean arrows of dirt, then wax to preserve finish and wood.

2. Keep steel pyles free of rust by rubbing with oil soaked cloth.

3. Keep arrow shafts straight. To straighten, heat shafts over a hot plate—never over open flame, and after the shaft is heated through, hold in left hand and straighten over the base of the left thumb.

4. Do not leave arrows in quiver; feathers tend to become pressed out of shape.

5. Mussed feathers may usually be brought back to shape by steaming slightly and smoothing out.

Accessories

An *armguard* should be worn to protect the bow arm from being bruised by the bowstring. This should be fairly stiff and long and wide enough to protect the whole inner side of the forearm. A seven by three inch guard will do nicely.

There are several types of fastenings. In one type of guard, two straps and buckles with sufficient holes enable the wearer to adjust them easily. Another very satisfactory type is the lacing hook-and-eyelet guard that laces up the back of the arm in shoe-lace fashion.

Finger protectors come in three forms. There is the shooting glove, a three-fingered affair reinforced on the palm side with a tougher leather; the finger tips or stalls, consisting of separate thimbles of

leather which are adjusted individually over the ends of the fingers; and the finger tab, a simple cheap device cut from a smooth piece of pliable leather.

The latter lies loosely against the palm side of the fingers, with a practical division between the index and second fingers in which to nock the arrow. This is the simplest and cheapest of the finger protectors, and perhaps the best.

Quivers, targets

Quivers. There are two general types of quivers. One is worn suspended from a belt and made of leather, bark, or other material. The other, the ground quiver or arrow stand, is more practical for classes.

The outdoor quiver is made of heavy iron wire. One end comes to a point so that it may be thrust into the ground; the other is bent into a circular loop for the arrows. These stands are simple, effective, and inexpensive.

Some of them come with hook attachments for the bow (see picture on facing page).

Targets. The regulation portable target used in tournaments is 50 inches in diameter and four to six inches thick. It is of rye-straw, hand-made, and very firm and durable. A good portable may be purchased for anywhere from ten to fourteen dollars. In the long run, it pays to buy a good target, as cheap ones wear poorly.

The target face may be made of oilcloth, muslin, paper, or straw matting. The first two are most satisfactory for permanent use. The regulation face is marked with a center 9.6 inches in diameter, around which are four concentric circles, each measuring 4.8 inches in width. The total diameter is 48 inches, which is also the standard height for the center of the target above the ground.

The color scheme from the center out is gold, red, blue, black, and white.

The point values, respectively, are: 9, 7, 5, 3, and 1.

Dress. The motif should be freedom of action. Hence any sport costume which allows for the free play of the back and shoulder muscles will do. Costumes which fit tightly, which have baggy sleeves or frills or bows in the front are unsatisfactory. In cold weather, knitted sweaters or jackets are preferable to coats. They should be worn buttoned to prevent the bow string from catching a loose edge.

Insofar as footwear is concerned, low heels are a "must." For boys, this is no problem. Girls, however, must be advised of the general unsuitability of high-heeled shoes. They make for very poor balance—in archery and all other sports.

²Reichert and Keasey, *Archery*, New York: A. S. Barnes & Co.

³Chambers, Pat, *ibid.*

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ALL-YEAR ROUND ACHIEVEMENT TESTS

By Charles Law

A battery of thirty events that incorporates in some form nearly every popular sports activity

Two years ago (May 1940) Charles Law, then assistant director of physical education at Melrose, Mass., High School, submitted a complete outline of his excellent intramural setup, together with a unique decathlon scoring table. Since then, Mr. Law has moved on to Rockland as head director of physical education. His new 3000-point battery of athletic achievement tests represents an improvement over the decathlon table. Several of the old events have been deleted and many new ones added. Also included is an explanation of how to conduct the events.

ACHIEVEMENT tests serve several admirable purposes. To the boys, they offer a wholesome challenge and promote the joy of achievement. To the men who are charged with the administration of the physical education program, they are invaluable as incentives and in planning and rating the program.

To do the best possible job, the instructor must know how his students are progressing from month to month and year to year in the acquisition of skills. This rate of progress is important in developing the technique of teaching and in emphasizing various parts of the program. Comparisons of performances in units of time, distance, or height are not readily made by any other means.

The administration of these tests depends on the individual setup. This includes facilities, available personnel, and the time allotment to physical education. The tests may be held during the physical education periods, study periods, and after-school intramural hours. Remember, the time and place this program is administered is not as important as the program itself.

Mr. Law's battery of tests appears on pp. 14 and 15.

The accompanying battery of achievement tests is arranged to reach every boy taking physical education. It affords even the smallest of boys an opportunity to compete against both himself and his schoolmates, and incorporates, in some form, nearly every activity.

Boys who obtain a thousand points or over may be classified in one group, those from sixteen hundred to two thousand in another, two thousand to twenty-four hundred in a third, twenty-four to twenty-seven in a fourth, and over twenty-seven hundred in the outstanding group.

As an incentive, small awards may be presented to the leaders of each group at the end of the year.

The tests are designed for the entire school year. The first eight events are aimed at the fall season, the next eleven for the indoor winter campaign, and the remaining eleven for spring. When properly organized and administered, the tests leave plenty of time for the other activities that go into the making of a well-rounded program.

A few minutes of strenuous calisthenics are strongly recommended for warmup purposes before participating in any event. The actual administration of the tests follow.

Conducting the tests

1. Football Punt: May be conducted on the school gridiron, with the contestant standing behind the goal line. He takes two kicks, the longest of which counts.

As an administrative aid, particularly with large groups, the scorer and marker may stand along the sidelines and, by referring to the sideline markers, quickly approximate where the ball touches the ground. The distance is communicated to the scorer.

Split the group so that half are kicking and the others retrieving. After his tries, the kicker runs up and replaces a retriever. Retrievers are not allowed to catch the ball, as it must first touch the ground.

2. Football Pass: Same as the punt with the passer standing behind the goal and getting rid of the ball before he crosses the line.

3. Drop Kick: The kicker stands behind the ten-yard line and tries for goal. He receives the ball from the center on the two-yard line. He is given ten tries.

4. Field Goal: Same as the drop kick with the addition of a holder who props the ball on the ten-yard line. It is advisable to let a few good holders work for the entire group, rather than have the boys take chances. Some boys just can't hold the ball right.

5. Football Center Pass: Construct a three-foot square frame on a stand with the base of the frame about three feet from the ground. Set it up ten yards from the contestant. He is given ten tries at passing the ball between his legs and through the target structure. The ball is not supposed to touch any

part of the frame. This distance may be shortened for smaller boys (eight yards).

6. Football Forward Pass: Place the same frame 20 yards from the passer, who makes ten attempts to pass the ball through without touching it. This distance may be shortened or lengthened if desired, particularly for smaller boys (15 yards).

7. Soccer Kick: Same as the football punt, except that the ball is placed on the ground and the contestant is allowed a ten yard run before kicking.

8. Soccer Goal: With the ball on the ground 20 yards directly in front of a regulation soccer goal, the contestant is given ten tries at kicking the ball through the goal.

9. Basketball Dribble: Place three objects (standards of some kind) 20, 40, and 60 yards from the starting line. The contestants dribble the ball down the back, weaving in and out of the standards. Use a stop watch.

10. Basketball Shooting: Arrange ten marks on the floor, 15 feet from the basket and at different angles. Use a piece of string attached to the floor directly under the basket as a radius; then draw a half circle. Divide this arc into approximately ten equal angles. The contestant takes one shot from each angle.

11. Basketball Free Throw: Ten throws from the foul line.

12. Baskets Per Minute: The contestant tries to sink as many baskets as he can within a minute. Starting from the foul line, he shoots and tries to catch the ball before it strikes the floor. Each time it touches the floor he must return to the foul line and start again. As the watch is kept going, it is advisable to strike the backboard on the first shot rather than try for the basket and risk the danger of having the ball take a crazy carom.

13. Rope Climb: At a signal from the timer, the contestant climbs the rope and touches the attachment at the top. He may use his legs. Instructions on how to descend will prevent serious rope burns.

The chart times are based on a 20-foot climb. For ropes of different lengths, adjustments will have to be made.

14. Five-Potato Race: Arrange
(Concluded on page 26)

3,000 POINT ATHLETIC A

No.	EVENTS	POINTS	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38
1	FOOTBALL PUNT	YDS. DISTANCE	15				16				17				18						
2	FOOTBALL PASS	YDS. DISTANCE	10		11		12		13		14		15		16		17		18		19
3	DROP-KICKS	10 GOALS					1					2					3				
4	FIELD-GOALS	10 GOALS					1					2					3				
5	F.B. CENTER-PASS	10 ACCURACY					1					2					3				
6	F.B. FORWARD-PASS	10 ACCURACY					1					2					3				
7	SOCCER KICK	YDS. DISTANCE	15				16				17				18						
8	SOCCER GOALS	10 GOALS					1					2					3				
9	BASKETBALL DRIBBLE	TIME	14.4	14.3	14.2	14.1	14	13.9	13.8	13.7	13.6	13.5	13.4	13.3	13.2	13.1	13	12.9	12.8	12.7	12.6
10	BASKETBALL SHOOTING	10 ACCURACY					1					2					3				
11	B.B. FREE THROWS	10 GOALS					1					2					3				
12	BASKETS PER-MIN.	TIME	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
13	ROPE CLIMB	TIME	24	23	22	21	20	19.5	19	18.5	18	17.5	17	16.5	16	15.5	15	14.5	14	13.5	13
14	5-POTATO RACE	TIME	29	28	27	26	25	24.5	24	23.5	23	22.5	22	21.5	21	20.5	20	19.5	19	18.5	18
15	8-POTATO RACE	TIME	49	48	47	46	45	44.5	44	43.5	43	42.5	42	41.5	41	40.5	40	39.5	39	38.5	38
16	FENCE VAULT	FT. IN. HEIGHT	2'9"			2'10"			2'11"		3'		3'1"		3'2"		3'3"		3'4"		3'5"
17	ROPE VAULT	FT. IN. HEIGHT	3'6"	3'9"		4'	4'2"	4'4"	4'6"	4'8"	4'10"	5'	5'2"	5'4"	5'6"	5'8"	5'10"	6'	6'2"	6'4"	6'6"
18	HOP-STEP-JUMP	FT. DISTANCE	15'	16'	17'	17 1/2'	18'	18 1/2'	18 3/4'	19'	19 1/2'	19 3/4'	20'	20 1/2'	20 3/4'	21'	21 1/2'	21 3/4'	22'	22 1/2'	22 3/4'
19	ST. BROAD-JUMP	FT. DISTANCE	4'8"			4'10"		4'11"		5'	5'1"	5'2"	5'3"	5'4"	5'5"	5'6"	5'7"	5'8"	5'9"	5'10"	5'11"
20	50 YD. DASH	TIME	10.4	10.3	10.2	10.1	10	9.9	9.8	9.7	9.6	9.5	9.4	9.3	9.2	9.1	9	8.9	8.8	8.7	8.6
21	100 YD. DASH	TIME	19	18.4	18.2	18	17.3	17.1	16.4	16.2	16	15.4	15.3	15.2	15.1	15	14.4	14.3	14.2	14.1	14
22	220 YD. DASH	TIME	36	35	34	33	32	31	30.4	30.3	30.2	30.1	30	29.4	29.3	29.2	29.1	29	28.4	28.3	28.2
23	QUARTER-MILE	TIME	1:30		1:29		1:28		1:27		1:26		1:25		1:24		1:23		1:22		1:21
24	HALF-MILE	TIME	3:30	3:25	3:20	3:15	3:10	3:5	3	2:59	2:58	2:54	2:54	2:52	2:50		2:48		2:44		2:44
25	HIGH-JUMP	FT. IN. HEIGHT	2'9"			2'10"		2'11"		3'		3'1"		3'2"		3'3"		3'4"		3'5"	
26	RUN. BROAD-JUMP	FT. DISTANCE	8'	8 1/2'	8 3/4'	9'	9 1/2'	9 3/4'	9 1/2'	10'	10 1/2'	10 3/4'	10 1/2'	11'	11 1/2'	11 3/4'	11 1/2'	12'	12 1/2'	12 3/4'	12 1/2'
27	SHOT-PUT	FT. DISTANCE	12'		13'		14'		15'		16'		17'		18'		19'		20'		21'
28	BASEBALL THROW	FT. DISTANCE	70			80			90			100	105	110	115	120	125	130	135	140	145
29	BASEBALL PITCHING	10 ACCURACY					1					2					3				
30	BASE-RUNNING	TIME	25	24.3	24.1	24	24	23.4	23.3	23.2	23.1	23	22.4	22.3	22.2	22.1	22	21.4	21.3	21.2	21.1

ACHIEVEMENT CHART

By CHARLES LAW

2	3	6	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	72	74	76	78	80	82	84	86	88	90	92	94	96	98	100
1			20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
		4					5						6					7					8					9					10	
		4					5						6					7					8					9					10	
		4					5						6					7					8					9					10	
		4					5						6					7					8					9					10	
1		20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
		4					5						6					7					8					9					10	
1	11	11	11	10	10	10	10	10	10	10	10	10	10	9	9	9	9	9	9	9	9	9	9	8	8	8	8	8	8	8	8	8	8	
		4					5						6					7					8					9					10	
		4					5						6					7					8					9					10	
1	12		13		14		15		16		17		18		19		20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
5	14	14	14	13	13	12	12	11	11	11	11	10	10	10	10	10	10	9	9	9	9	9	8	8	8	8	8	8	7	7	7	7	6	
2	22	22	22	21	21	21	21	20	20	20	20	20	19	19	19	19	19	18	18	18	18	18	17	17	17	17	17	16	16	16	16	16		
2	42	42	42	41	41	41	41	40	40	40	40	40	39	39	39	39	39	38	38	38	38	38	37	37	37	37	37	36	36	36	36	36		
3	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66		
4	62	64	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	
5	21	21	22	22	22	22	22	21	21	21	21	20	20	20	20	20	20	19	19	19	19	19	18	18	18	18	18	17	17	17	17	17	16	
6	51	51	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
		8			8			7				7					7					7			6			6			6		5	
14	4	14		14		14		13		13		13		13		13		12		12		12		12		12		11		11		11		10
29	28	28	28	28	27	27	27	27	27	27	27	27	27	26	26	26	26	26	26	26	26	26	25	25	25	25	25	24	24	24	24	24	24	
1	121	120	119	118	117	116	115	114	113	112	111	110	109	108	107	106	105	104	103	102	101	100	99	98	97	96	95	94	93	92	91	90	89	88
2	244		242		240		238		236		234		232		230	228	226	224	222	220	218	216	214	212	210	208	206	204	202	200	198	196	194	192
3	35	36	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	
12	129	13	133	136	139	14	143	146	149	15	152	154	157	158	1510	16	162	164	166	168	1610	17	172	174	176	178	1710	18	182	184	185	186	187	
18	19		20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
130	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300	305	
	4				5				6				7					8					9					10						
21	21	21	20	20	20	20	20	19	19	19	19	19	18	18	18	18	18	17	17	17	17	17	17	17	16	16	16	16	16	15	15	15	15	

SURVEY OF STATE ELIGIBILITY RULES

By R. M. Berry

From the standpoint of uniformity, the regulation confining competition to undergraduates leads all

Here is a study that may well have historical significance. It was originally presented by Ray M. Berry, principal of the high school at Idaho Falls, Ida., and president of his state athletic association, at the annual meeting of the National Federation last February. The upshot was the formation of several committees to form a universal code of high school athletic eligibility rules.

LIKE Topsy, eligibility rules for athletics and other forms of interscholastic activities have "just growed"—but in many different directions.

A comparison of the regulations of the different states reveals little uniformity, even in the rules of neighboring states. There are juxtaposed states that have variations in their age requirements of as much as two and a half years.

In one state a boy may receive a prize worth as much as thirty-five dollars, while just across the state line he can't take anything having an intrinsic value of more than a dollar. In a third state, not too far distant, he doesn't even have to be an amateur.

In all, there are thirty-four distinct eligibility rules, but only one of these—the age limit—is found in every state.

However, generalizations are often misleading. Let us, therefore, actually examine some of the more common rules, note the differences, and see why more uniformity cannot be secured. Since it's impossible in the scope of this article to consider all thirty-four regulations, the discussion will be limited to those found in most of the states.

Age

Every state has a maximum limit for participation. This limit varies, however, from eighteen years in Texas to twenty-one years nine months in Mississippi. A summary of the different state regulations gives you this picture:

Ineligible at	No. States
18, but may complete school year if birthday falls after opening of school	1
19	2
19, but may complete semester	6
19, but may complete school year	1
20	25
20, but may complete semester	5
20, but may complete school year	1
20½, but may complete school year	1
21	4
21, but may complete semester	1
21, but may complete school year	1

As can readily be seen, the median age is 20 years. There is evidence, however, that the nation is gravitating toward a lower age limit. Within the past year, five states have lowered their limits. When you remember that the average graduating age is slightly over eighteen, it would seem that many states could materially lower their age limits without radical consequences. Certainly there is no valid reason for the wide discrepancies that now prevail.

California and New York both have lowered age limits for certain sports involving considerable body contact. This is undoubtedly a step in the right direction, for, while age is not the only factor in physical maturation, it is an important one. It is unfortunate that we have to protect boys through such rules, but without them the physical well-being of the boys might be endangered.

Undergraduates

From the standpoint of uniformity, this rule leads all. Forty-seven states require all participants to be undergraduates, New York being the lone exception. The rule is interpreted practically the same in all states; that is, a boy becomes ineligible upon completing enough credits to graduate from a four-year high school on any regular commencement date.

In all cases, he is permitted to compete in any regularly scheduled contest after the commencement date. In two instances, the boy who graduates in three and a half years is given special dispensation to compete during the remaining half year, provided he remains in school and is otherwise eligible.

Amateurism

Forty states require boys to be "amateurs" in order to compete. Eight states do not use the term anywhere in their regulations, although two have rules that bear definitely on amateurism.

There is little, if any, uniformity in the sundry definitions of the term. Five states have adopted the A.A.U. definition in toto. Others have adopted the definition of certain college conferences, while still others frame their own interpretations. As a result, practically all the interpretations vary in important particulars.

Last year this led to a very embarrassing incident. A certain national organization conducted a summer baseball elimination that led to a national championship. Some valuable individual awards were offered to the members of the winning team. As it happened, the winners were not allowed to accept these prizes. But had they been won by any of the other teams in the finals, there would have been no question of loss of eligibility.

Realizing the importance of more uniformity on this score, the National Federation recently appointed a committee to draft an acceptable definition of amateurism and to make recommendations on limits for high school awards.

Residence

Forty-two states require a boy who transfers from one school to another without a change of residence by his parents, to meet certain residence requirements in the new school before becoming eligible for athletic participation. The amount of such residence varies from twenty days in New Mexico to one calendar year in other states. The most common requirement is one semester.

This rule was undoubtedly essential in the early days and probably still is necessary to a certain extent, but there is no rule that works more hardships on innocent boys. A study of the codes of the different states shows that the transfer rule takes up more space than any of the others. This is due to the many exceptions and interpretations that have been made from time to time for special cases.

Probably no hard and fast rule can ever be satisfactory. There are so many reasons why a change of school might be necessary and desirable, with athletic participation having little or no bearing, that any set procedure will result in more injustice than no. There seems to be some tendency throughout the nation to moderate this requirement and to put the emphasis on a rule that would punish any school or individual that offered or accepted undue influence in such transfers.

The undue-influence rule is generally a separate rule and certainly is a step in the right direction. Such a rule is now found in sixteen states. In general, the tendency is to in-

(Concluded on page 18)



WE'VE REDESIGNED

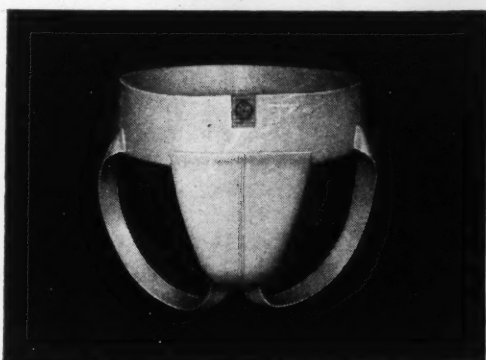
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crease the penalty for violation of this rule while at the same time to liberalize the general transfer rule where there is no indication of "influence."

Scholastic requirements

Probably no regulations have caused so much debate in recent years as those that require a boy to meet certain scholastic requirements. There are, of course, valid arguments on both sides of the question. However, most states still retain this requirement. Forty-five states require satisfactory work during the preceding semester. In all but two of these states, the requirement embodies three subjects or fifteen hours of regular school work. Massachusetts requires fourteen hours and New Jersey seven and a half.

The interpretation of the term "previous semester" varies. Twenty states interpret the term as the immediately preceding semester. The others consider it the last semester the boy attended.

Forty-three states require the passing of three or more subjects, or fifteen hours, during the current semester. In all of these, except New York, this means that the boy must be doing, and has done, work suitable for credit from the beginning of the semester up to and including the time for the game. New York leaves the interpretation of the rule up to the individual school principal. It does not require unconditional passing as a standard for eligibility. If the boy is considered to be doing work that is satisfactory for him, he stays eligible even though his work is not passing.

There are a number of other regulations closely related to these two. Twenty-five states set a definite limit upon the time allowed to make up any deficiency. In general, the boy is given to the end of the semester; but some states are more lenient.

Thirty-eight states set a definite date upon which a boy must be enrolled in school to be eligible to participate during that semester. Eight states limit the number of absences, while thirty-seven states stipulate the number of days attendance that constitutes a semester.

Physical examinations

Twenty-four states now require a thorough physical examination by a competent medical examiner before participation in athletics. This rule is comparatively new in all these states, but it deserves the careful consideration of all school

authorities. We have an obligation to see that the boys are physically fit before allowing them to participate.

Amount of participation

Several regulations aim to limit the amount of participation of high school athletes. The most drastic of these restrict participation to a definite number of sport seasons of attendance. Eleven states have such a rule.

They give a boy only four opportunities to participate in any sport. For each sports season he is in school, a season's participation is charged against his record, whether he actually participates or not. Since none of these states permits more than four seasons of participation, and in two cases only three seasons after the boy reaches senior high, there is not much chance of rule evasion.

In addition, twenty-three states limit participation to eight semesters of school attendance, and three states have a ten-semester rule. This rule is slightly more lenient, although the general effect is the same. There are still thirteen states that don't regulate the amount of participation as long as the boy remains in school and is otherwise eligible.

Rules for other activities

Twelve states have state organizations that include at least some administration and control over interscholastic activities other than athletics. Undoubtedly, many others have some organizations for the control of these activities, but since the main purpose of this study revolved around athletic regulations, the author made no attempt to get information from these other states.

Even in the twelve states mentioned, there is no uniformity of procedure. A few of them have the same general eligibility requirements while others have set up specific requirements for each type of activity.

During the past two years, the North Central Association has attempted to bring all interscholastic activities under a little closer supervision. This is a sound move. State associations could well study the recent actions of Nebraska and Kansas in placing all such activities under the supervision and control of a single agency with a common set of general eligibility rules. Of course, special rules will always be necessary for certain activities. The diversified nature of our extra-curricular programs accounts for this.

The current National Federation Handbook embodies the best of these eligibility requirements in a series of eleven recommended minimum eligibility rules. In addition, two requirements are laid down specifically for the school, viz, *A School Shall Not:*

1. Coaches Rule: Permit coaching by anyone who is not a certified teacher regularly employed by the Board of Education and whose entire salary is paid by that body; or who has fewer than three regular periods of classes, gymnasium or study-hall duty per day.

2. Sanction Rule: Enter any meet or tournament involving more than two schools unless it has been sanctioned by the state high school association and if more than one state is involved, by the National Federation.

Recommendations

It seems apparent that the wide divergence in eligibility rules is largely attributable to a lack of a satisfactory philosophy. Many regulations have outgrown their usefulness. Many have been adopted to meet special situations with little consideration for the future, while others have been pressured through by influential individuals.

What we need, first, is to decide what we desire to accomplish by eligibility laws. If it is to protect athletes and schools from the actions of unscrupulous athletes, coaches, administrators, or schools, then we need one type of code. But if our aim is to make certain our interscholastic program is conducted so that every participant receives a desirable educational experience, then we need an entirely different type of code.

Since the state associations are completely autonomous, there is no agency that can secure the unanimous consideration or adoption of such a philosophy. The National Federation, however, does have tremendous influence among its member states and could exert powerful pressure for uniformity.

The author recommends, therefore, that the Federation develop an acceptable philosophy of athletic regulations and then urge the member state associations to bring their rules into harmony with such a program as rapidly as possible.

Another suggestion would be for the states to hold regional meetings for a consideration of their eligibility requirements. There may well be reasons why national uniformity is impossible, or even undesirable, but there certainly is no reason why the states in any one region should not eliminate most of their differences.

And Now
We'd like to pin a few medals
on
ATHLETIC DIRECTORS



THANKS to you athletic directors and coaches, more than a half million boys and girls enjoyed a banner season of softball in the thousands of Scholastic Intramural Tournaments during the past school year. Every member of a winning team received a handsome trophy. Every player enjoyed a full measure of fun and recreation. And every tournament contributed materially to the building of physical fitness.

Sport that encourages physical activity, that brings youth together in the afternoons, indoors and out, is a national blessing in these trying times. For, "upon the fields of friendly strife are sown the seeds that upon other fields and on other days will bear the fruits of victory." The Trapnells, Kellys, Bulkeleyes, and MacArthurs are proving that.

That is why we'd like to pin a few medals on you athletic directors and coaches. It is you, behind the scenes, who are building the physical and spiritual health that is the warp and woof of successful democracy. Keep 'em playing—softball and all other forms of healthful exercise.

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DO'S AND DON'TS OF WATER SAFETY

By Hyman Krakower and Jack Salan

Sixty percent of the annual drowning loss occurs among those who think they can swim

Before releasing your boys and girls for the summer, give them these do's and don'ts of water safety. You may save a life. The authors, Dr. Hyman Krakower and Jack Salan, are both College of the City of New York men.

WATER is the perennial playground. It charges no admission. Its appeal is universal. Twelve months a year it is a means of providing fun and relaxation to multitudes of people.

Yet of all the thousands and thousands who use the water for sport, it is safe to say that not one in fifty can swim well enough to take care of himself in an emergency. Many labor under an illusion. They honestly believe they can handle themselves in the water. For didn't they swim out to the raft at the beach last summer?

How often this false confidence leads to disaster is certified by Captain Scully of the American Red Cross. He states that sixty percent of the annual drowning loss (about 7,500) occurs among those who think they can swim. If these people would exercise more caution, if they wouldn't be blinded by their own egos, drowning wouldn't rank fourth in fatal accidents.

As you would expect, the heaviest loss occurs during June, July, and August, when the swim season is at its height. Drowning doesn't just happen. It is caused by the carelessness of the person, his family, or the community. The person who cannot swim but goes out beyond his depth, who goes swimming when he has a defective heart or has epileptic fits, who goes into the water when he should stay out, is his own worst enemy.

To boys and girls of high school age, the danger mainly lies in their recklessness. They're too brave for their own good. They'll swim out where angels fear to tread (water).

For this reason, it's a good idea, before releasing them for the summer, to give them the do's and don'ts of water safety. The list that is submitted herewith may be used in other situations as well; for camps, beaches, etc. Posted where it may be seen by everyone entering the water, or distributed in mimeograph form, it will aid tremendously in reducing fatalities.

1. Learn to swim in a place where you will be under the instruction of a qualified swimming instructor. It

is easier to swim well than to swim badly. Learn to swim the various strokes with good form.

2. Don't venture into deep water unless you're a skillful swimmer, adept at the various swimming skills, and in good physical condition. Swimming is most enjoyable and least hazardous to those who are capable swimmers and physically fit.

3. When going into the water for the first time, don't swim a marathon or try to break a speed record. You aren't in condition for that type of swimming. Break in gradually, as any athlete must do. Avoid overtaxing your strength and thus avoid regrets.

4. If you want to swim distance and the beach is crowded, don't set out for the horizon. Go out beyond the crowd and swim parallel to the shore. Always try to be within sight or calling distance of someone. It is best to have someone in a boat along with you, or a "buddy" who is a competent swimmer.

5. If you tire, turn over on your back and float, breathe normally, and rest. Then, when rested, turn over and swim towards shore.

6. Never swim till exhausted; start leaving the water while you still have a little strength left. You may need it before you get out.

7. Don't dive unless you are sure the water is deep enough and the bottom holds no dangers. Always take a shallow dive in water less than six feet deep. In diving feet first, hold your nose to keep the water from being forced up into the nostrils.

8. The water that you bathe or swim in should be of a purity almost equal to that of drinking water, for many times a mouthful of water is unintentionally swallowed. Sometimes the water may enter the nostrils or an open wound; contaminated water may thus cause serious trouble. Local boards of health post statements regarding the condition of water. Check with them, if the condition is unknown to you.

9. Swim only at protected beaches. It is an established fact that the most dangerous areas to swim in are the unprotected places.

10. Above all, no matter what

happens in the water, don't lose your head. Panic is a mental process which proper acquaintance with water craftsmanship will forever banish. When a person gets panicky, he generally helps to drown himself. He tries frantically to lift his body out of the water on a rope of air, which makes him sink deeper. He shouts for help and forces all the needed air out of his lungs.

It is interesting to note that one hand out of the water weighs more than a whole body in the water. Unjustified fear of the water has taken the lives of a great number of people, and for no good reason. In fact, fear has probably caused as much loss of life as overconfidence and daring. Many people who supposedly drown, die of heart failure from sheer fright or undue struggle.

11. Horseplay is all right on the beach, but when mediocre swimmers start ducking each other it is liable to have serious consequences. Not that you shouldn't play in the water. But when you do, be sure it is under the supervision of a trained and competent instructor. Never call for help in fun, or pretend you need assistance when you really don't. Just when the life guard is going to help you, someone else may be going under, and you may be the cause of a drowning.

12. Stay away from jetties because of the possibility of queer currents, caused by holes, which may catch you unawares and throw you against the jetty. Never attempt to fight an undertow or cross current. If caught in an undertow sink till your feet touch the bottom, get a good push off, and go through the current to the surface.

The undertow seldom runs out very far, and is not difficult to beat if you keep your wits about you. The waves roll in unceasingly, current or no current. Wait for the waves, and they will carry you in. The idea is to rest between waves, letting the backwash carry you out while resting, and then swim with all your strength when a wave comes in. The wave will carry you in farther than the backwash will take you out.

As for cross currents, don't fight them; go with them. It is not necessary to come out of the water exactly at the place you entered. Come in at an angle to the current so that

it is partly behind you, helping rather than hindering.

13. Cramps are not as dangerous as they are supposed to be. The only one that might prove fatal is one in the stomach. Even with this cramp it is still possible to float. While floating, massage the stomach until the pain is alleviated. A cramp anywhere else can be broken by forcibly extending the affected muscle, or by massage. If the cramp is in the toes, calf or the back of the leg, pull the toes up toward you and straighten the knee.

14. When it is necessary to aid someone in distress, remember the slogan of the American Red Cross—"Row, Throw, Go, Tow." If available throw a life buoy or a rope. If the person is close enough, extend a stick, a pole, a plank, the limb of a tree, a towel, a shirt, or anything that can be used as an extension.

If the drowning person is too far out to have anything extended to him, or if nothing is available, then go out yourself to aid him. First disrobe down to your underwear, in the meanwhile calling for help and fixing the position of the drowning person through certain landmarks. Enter the water feet first, or in such a manner that it is possible to see the object of your attention constantly. Carry your shirt with you, to extend to the victim when close to him.

If you have nothing to aid you, approach the person from the rear so that he cannot get his arms around you. If he is struggling hard, stay behind him and wait until he stops before you attempt to reach him. Try to get him by his shoulder straps or by his hair. If he is bald or isn't wearing a top piece, then grab him by his chin from behind, quickly pulling his head into your shoulder and holding his head tightly. Talk to him in a calm even voice, telling him to float on his back. Many times the victim will do as you suggest. If he cooperates with you, more than half the battle is won.

Don't try to knock him out, for it is very difficult to hit him where you want to when you are both bobbing up and down and you haven't anything solid to brace yourself on.

If there is help nearby, don't try to swim with the person you are aiding, as you may tire yourself. Hold him up at arm's length, and call for help. If you must swim in with him, tell him to kick his feet when you command him to. Give that command every time you take a stroke. He may or may not actually help, but having something to do takes his mind off his plight.

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How to Play Football, by Lynn Waldorf, pp. 160. The principles of winning football just as the author teaches them at Northwestern University. Covers all the fundamentals, the kicking game, offense, defense, strategy, signals and huddles. Among the 65 diagrams are plays from all the popular formations. Illustrated lavishly with specially posed single action pictures and shots from actual games.

Championship Basketball, by Nat Holman, pp. 155. The famous College of the City of New York coach covers every phase of individual and team play from personal conditioning through the fundamentals. Probably the greatest fundamentalist of all time, Holman expounds the basic techniques in superlative fashion. He describes essentials in the first part of his book and advanced techniques in the second. The book is replete with the inside stuff that is Holman's hallmark in the world of shots and passes.

How to Pitch Baseball, by Lew Fonseca, pp. 107. After touching briefly on batting and infield and outfield play, the former Chicago White Sox manager who now heads the public relations department of the American League, delves thoroughly into the art of pitching. With the aid of excellent photographs, he covers every conceivable phase of the art: the different deliveries, conditioning, fielding the position, control, studying the batter, etc.

Fundamentals of Boxing, by Barney Ross, pp. 127. One of the cleverest boxers of his time, Barney Ross is eminently qualified to write a book of instruction for the beginner. He does a fine job here. He describes all the fundamentals simply and clearly, as well as the strategy, training, and other essentials. With the aid of a partner, Ross himself illustrates most of the things he writes about. Other pertinent points are brought out in

single action shots from famous fights.

Play Softball, by Harry D. Wilson, pp. 124. The author, who is chief umpire of the Amateur Softball Association of America, covers each individual position, batting, pitching, umpiring, coaching, and base running.

Top-Notch Table Tennis, by Emily M. Fuller, pp. 120. Anything you want to know about table tennis you'll find in this splendid text by the women's national singles champion. Under "elements" she covers strokes and spin, grip and service, defensive play, and carrying the offense. In the second part, on advanced technique, are expounded the essentials of match play, doubles, rules, etc. The book is illustrated with many graphic single action pictures and a series of exceptionally helpful drawings.

High-Score Bowling, by Ned Day, pp. 104. The national match game champion passes along a complete exposition of this fast-growing game, with a complementary series of photographs and diagrams. He breaks his analysis down into these components: equipment, the ball, timing, footwork and delivery, hooks and curves, spot bowling, spearing spares, for girls, scoring, and team play. Particularly valuable in the chapter on spearing spares is a number of photographs showing the more common spare combinations and splits, and how to make them.

Scientific Billiards, by Welker Cochran, pp. 111. With the aid of numerous photographs and diagrams, the world's 18.2 balkline champion gives the best methods and principles of playing balkline, three-cushion, and pocket billiards. He discusses cues and bridges, diamond systems and rail nurses, masses, miscues, and position play. It is one of the best illustrated books on the sport ever published.

TECHNIC OF TEAM SPORTS FOR WOMEN. By Margaret H. Meyer and Marguerite M. Schwarz. Pp. 385. Illustrated—free-line drawings and diagrams. Philadelphia: W. B. Saunders Co. \$3.50.

PRESENTED clearly and completely in this book are the detailed outlines of the fundamentals of six major sports: basketball, hockey, soccer, softball, speedball, and volleyball.

The authors, both of whom are physical education instructors at the University of Wisconsin, go thoroughly into history, equipment and care, safety factors, officiating, skills and tactics, body mechanics, and coaching instructions on offense and defense play. Free-line drawings and

a wealth of diagrammed plays and drills supplement the text.

The outline form has been adopted as the most concise and efficient medium for both text and reference use. The drills and practice hints are arranged as nearly as possible in progression according to difficulty. For this reason, they are adaptable to the needs of both beginners and advanced players. Both large and small squads have been kept in mind.

HOW TO: Bat and Run Bases, Play 1st Base, Play 2nd Base, Play 3rd Base, Play Short, Play Outfield, Pitch, Catch. By Famous Major Leaguers. Supervision and Research by William J. Webb. Chicago: Dow Periodicals, Inc. 15c each.

HERE'S an excellent series of baseball booklets which could have been designed specifically for the schoolboy coach. It consists of eight 7½ by 5 inch technical-manuals containing anywhere from 50 to 78 pages chock full of helpful information.

Written by famous major leaguers under the supervision of Billy Webb, manager of the Chicago White Sox farms, the series has that unmistakable authoritative touch.

Each subject is covered clearly and exhaustively, and illustrated with single action pictures of big leaguers. The thoroughness of the contents may be illustrated by an example. Take the booklet on third base.

Here Red Rolfe and Pinky Higgins analyze fundamental stance, three types of throws, playing the batter, playing in, making double plays, feinting throws, tagging a runner, fielding bunts, playing fly balls, defense with runners on bases: none out, one out, and two out.

Each booklet covers ground in this comprehensive fashion. Coaches who would start their boys out right can do so by distributing these manuals to the entire squad. There are few better investments at 15 cents per player.

The complete list of titles and authors follow:

How to Bat and Run Bases, by Ducky Medwick and Jimmy Dykes.

How to Play 1st Base, by Hank Greenberg and Jimmy Foxx.

How to Play 2nd Base, by Charley Gehring and Billy Herman.

How to Play 3rd Base, by Red Rolfe and Pinky Higgins. (Also contains a chapter on night baseball by Billy Webb and another on the selection and training of umpires by William B. Carpenter.)

How to Play Short, by Luke Appling and Dick Bartell.

How to Play Outfield. By Earl

Averill and Paul Waner. (Also contains suggestions for organizing and financing of athletic leagues, and a scout's analysis of players.)

How to Pitch, by Carl Hubbell and Lefty Grove.

How to Catch, by Gabby Hartnett and Mickey Cochrane.

National Federation guides

1942 Track and Field Rules. Edited by E. A. Thomas and H. V. Porter. 30c. This is the first interscholastic edition of the regular track and field rules. While the code applies to either college or high school meets, it emphasizes those provisions which specifically apply to the latter. A few special articles and diagrams supplement the code.

1942 Interscholastic Football Rules (Including Six-Man Rules). Edited by H. L. Ray, H. V. Porter, and E. A. Thomas. 25c. Here is the official high school code for the 34 states under Federation aegis; major provisions are used in others. As there is now a separate six-man rules book (see below), the modifications for the six-man game are organized in a supplement rather than scattered throughout the book.

1942 Interscholastic Football Play Situations. Edited by Hugh L. Ray. 50c. In this book are interpretations to 277 knotty play situations, based on the official code. Sanctioned by the National Interscholastic Football Committee.

1942 Six-Man Football Rules. Edited by H. V. Porter and Stephen Epler. 35c. This represents a consolidation of the codes of the two national committees that shared the field in the past.

John T. Doyle

THE world of sports lost one of its oldest friends, last month, when John T. Doyle, vice-president of A. G. Spalding & Bros., and president from 1914 until 1941 of the American Sports Publishing Co., publishers of the Spalding sports guides, passed away in New York City at the age of 71.

Mr. Doyle served as historian of American sports for more than fifty years. Although he had no part in the publication of the first two volumes, a life of James J. Corbett and a treatise on Indian clubs and dumbbells, both published in 1893, he worked on every volume which followed, until the discontinuance of the Spalding series.

During that time, the company published more than 200 instructional sports books and 15 annual guides and record books.

In appreciation of Mr. Doyle's faithful service, the National Collegiate Athletic Association dedicated several of the current guides to him "in recognition of his lifetime of service. . . Few men have done so much . . . as this modest self-effacing gentleman."



There are no vacations in this Fight for Life and Liberty. . . . Even when we relax and exercise it's got to be in a way that's calculated to beat the Axis.

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BASE COACHING FOR SOFTBALL

By Morris Kaufman

Readers of "Scholastic Coach" will find it interesting to compare Morris Kaufman's article on softball base coaching with W. Harold O'Connor's on base coaching in the hard-covered game, which appeared in April. Mr. Kaufman is athletic director at the Mountindale, N. Y., High School.

FOR the vital part he plays in winning softball and baseball, the base coach is a sadly neglected figure. His responsibilities are legion. On one of his split-second decisions may hinge the game. Yet what head coach takes the time to train his base flagers?

A study of sixty softball games which were won or lost by one run reveals that each decision could have been reversed had the proper coaching methods been used.

Although there appears to be little difference between softball and baseball coaching, there are subtle distinctions worthy of attention. A baseball coach, in addition to advancing the runners, tries to steal the catcher's signs, the signs among the basemen, and those between the catcher and infielders. He watches the pitcher so that he may start a runner on a steal or call him back on an attempted pickoff, and relays signals to the batter for bunts, hit-and-runs, and steals.

In softball, the setup is less elaborate. The coach concentrates on advancing the runners up to and beyond first and third bases.

The head coach should always take the third base box, assigning first to an assistant or a player who has proven himself level-headed.

Coaching at third is a most vital assignment that the head man alone is qualified to handle. He can size up a situation more quickly and accurately than any player. He knows when and when not to take a chance.

He is familiar with all his players. He knows their speed and hitting ability. Through watching the opponents in pre-game practice, he has sized up their throwing arms and fielding abilities. Thus, in a clutch, he knows on whom to gamble—the runner or the next batter.

The first and most important thing for a coach to emphasize is the necessity for heeding every sign. A player who runs bases without the aid of the coach is comparable to a crewman who strokes without paying attention to the coxswain.

The daredevil type of runner who is always being caught trying to stretch a hit, and the over-cautious type who converts triples into doubles and doubles into singles, may both be corrected with proper coaching.

First base coach

The first base coach has one specific duty; namely, to advance the runner to second or beyond. The start and run to first are important, but beyond that the runner is in the hands of the coach.

On infield hits, the coach usually has little to do outside of vocal fillips like "Dig! Dig! Dig!" If the boy has been properly coached, he will dig for first as hard as he can.

However, if the ball goes through or over the infield, he must race up to within fifteen feet of the base and get ready to round it. At this point, he does not know what has happened to the ball.

The coach judges the hit for him. If there is a chance for another base, he directs the runner by calling the number "2."

On a long hit, the coach again designates the number of bases to take. He yells "take two" on doubles and "take three" on triples, basing his judgment on the position of the infielders, the outfielder's arm and the bounce.

Coaching a runner on first is simple. For one thing, the runner cannot take a lead. Thus, the coach need not concern himself with watching the pitcher for attempted pickoffs or checking the runner on the safety of his lead—two jobs the baseball coach must attend to.

The softball runner cannot leave his base until the ball leaves the pitcher's hand. The usual procedure is to take a few steps toward second with the delivery. If the runner is too ambitious, however, he may be picked off by a quick throw from the catcher. The coach, being in the best position to watch the first baseman dash for the bag, should shout a warning to the runner.

Otherwise he hasn't much to do. He tells the runner the number of outs, what to do in case of a foul ball or a fly, etc. If there is a chance to advance after a fly, even if it is a

foul, he should hold the runner back and start him at the proper time.

Third base coach

The third base coach is more of a gambler. He may or may not use number signals. As a rule, number calling is unnecessary as the runner is usually looking at him while storming into the bag.

Arm signals are probably the best bet. The standard arms-up signal may be used to hold the runner at third and a waving of the arms from left to right to send the man in.

As in baseball, whenever a scoring opportunity presents itself, the coach may run halfway down the baseline. He faces the runner and watches the ball at the same time. He then signals as prescribed.

It is the duty of the coach to judge whether the play requires a slide and, if so, to designate its direction. A palms-down sign, similar to the umpire's safe symbol, may be used to convey the necessity for sliding.

On close plays, the coach takes a position near the bag. If the oncoming throw is to the home side, he crouches on the opposite side of the bag with the hands held low, palms down. He uses the same sign on throws to the left field side of the

bag, but from a position on the home plate side of the bag. The runner slides in the designated direction—away from the throw.

If hand signals do not prove successful, voice signals such as "hit the dirt" or "push hard" may serve the purpose.

Once the man pulls up at third, the coaching job is clear-cut. Like the baseball coach, he informs the runner of the number of outs and keeps repeating the necessity of tagging up on a fly. He watches the ball as the runner tags up. The moment the ball touches the fielder's glove, he shouts "Go!"

Conserving Rubber Bladders

MOST secondary school men are fully aware of the vital need for conserving bladders. Being the core of basketballs, footballs, volleyballs, and soccer balls, you can't do without them. But unless you take steps to conserve the existing supply, you may have to. For everybody knows what the war has done to our supply of raw materials.

School athletic departments may

get added life out of their balls by watching for and repairing small leaks. These can be readily detected, either by immersion in water or by coating the outside of the bladder with ordinary soapsuds and watching for bubbles. Care also should be taken to store bladders in cool places for the summer, such as in a basement.

No bladder should be discarded as long as it is in any sort of shape. Many coaches have a tendency to cast off a ball, including the bladder, once the case begins to show signs of wear. This is extremely wasteful, especially in these times.

Dealers are being asked to cooperate on this score. They may help by asking coaches to return the cases and bladders. In most instances, the wear and tear on a bladder is negligible compared to the wear and tear on a case. Hence, if new bladders become unavailable in the future, the manufacturers will be able to supply various types of inflated balls by utilizing the old bladders in new cases, provided they are returned for that purpose.

If ordinary precautions are taken, it will be possible to prolong the life of the bladders you have and thus conserve the supply of new inflated goods "for the duration."



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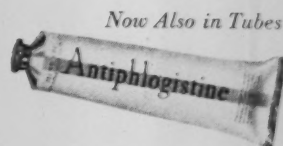
ANTIPHLOGISTINE packs (as if you didn't know) work in dozens of emergencies — charley horse, sprains, strains, bruises — well, *you* name 'em. In fact, football and ANTIPHLOGISTINE seem to go hand in hand.

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Year Round Achievement Tests

(Continued from page 13)

the objects six feet apart and place a receptacle of some type at the starting line. Each potato must be picked up and deposited in the container before another can be touched. After canning the last potato, the contestant finishes on the spot on which it had lain.

15. Eight-Potato Race: Same as preceding event but with additional objects.

16. Fence Vault: Use a horizontal bar that can be raised and lowered. From a flat-footed start with both feet on the floor, the contestant attempts to vault over the bar. A jump or hop of any kind is illegal. The hands are the only part of the body that may touch the bar in going over. No body part is allowed to swing under the bar on either side. A sheet suspended from the bar will aid in detecting this violation.

17. Rope Vault: Using the regular climbing rope, the contestant swings up and over a crossbar that is placed a few feet in front. If the rope knocks off the bar after the boy clears it, the jump is still considered valid. Regular gym mats may be used for a landing pit.

18. Hop, Step and Jump: From the starting line, the boy takes a hop, step and jump in a continuous motion. To speed up the event, it is advisable to mark the floor in feet and inches rather than tape measure each performance.

19. Standing Broad Jump: Use the same floor markings as in preceding event.

20. 50-Yard Dash: This event, particularly where large groups are involved, can be speeded up by using two watches and having four contestants run at the same time. The timer clocks the first two and then starts to count in fractions of seconds as the others cross the line. As the first group leaves the starting line, another group immediately takes its place.

21. 100-Yard Dash: Same as preceding event.

22. 220-Yard Dash: Same as other dash events.

23. Quarter Mile: As many as ten may race at one time, the timer yelling out their times as they cross the finish line.

24. Half Mile: Same as preceding event.

25. High Jump: May be conducted either indoors or outdoors. When working with large groups, let the boys go one after the other. Send those who fail to a designated area to await their second trial. If they make it, they join the first group; otherwise, they take their third and last try.

26. Running Broad Jump: To speed up this event, lay a board marked out in feet and inches alongside the pit. Thus, only on exceptionally good jumps, will it be necessary to use a tape measure.

27. Shot Put: Using the center of the circle as a radius, draw (with lime) an arc ten feet in front of the toe board; then, at each succeeding foot, draw another. This will facilitate measuring. Be sure to make wider arcs as you move farther away from the toe board. Once again a marked board may be placed alongside the arcs for quick distance reckoning.

28. Baseball Throw: May be conducted on the football field, using the gridiron lines and markers to measure the distance. The contestant takes two throws from behind the goal line.

29. Baseball Pitching: Construct a frame so that the sides are no wider than the plate, with the bottom two feet from the ground and the top five feet. The contestant makes ten attempts to pitch the ball from the mound through the frame. A catcher in full regalia may be stationed behind the plate.

For complete safety, a large wooden frame may be constructed with the target inset with wool or thin string. This will protect the catcher against caroms off the structure.

30. Base Running: The contestant starts with a bat in his hands at home plate. At a signal from the timer, he drops the bat and circles the bases. Sliding home is not permitted.

If possible a copy of the chart should be given to each boy for his personal use. A filing system is also needed to keep tabs on the boys. Perhaps the simplest solution to the problem is a photo-offset job. Enough copies for everybody may thus be reproduced at a very reasonable price.

Coaching School Directory

COLORADO H. S. COACHES' ASSN.—Denver, Colo. Aug. 10-15. N. C. Morris, director. Staff: Don Faurot, Fritz Crisler, Everett Dean, John Hancock, J. S. Doubenmier, Bob Shelton. Tuition, \$10. For further details, see advertisement in May issue.

INDIANA BASKETBALL—Logansport, Ind. Aug. 17-21. Cliff Wells, director. Doug Mills, Everett N. Case, Marion Crawley, Cliff Wells. Tuition, \$15. For further details, see advertisement in May issue.

LAWRENCE TECH—Detroit, Mich. Aug. 24-28. Don Ridler, director. Staff: Gus Dorais, Clair Bee, Cliff Wells, B. F. Van Alstyne, A. H. Muyskens, George Du Four. Tuition, \$15, complete course; \$10, football or basketball only. For further details, see advertisement in May issue.

LOUISIANA STATE U.—Baton Rouge, La. Aug. 3-8. Johnny Brechtel, director. Staff: Carl Snaveley, Jim Conzelman, Bernie Moore and L.S.U. staff, Glenn Rose, Johnny Lynch. Tuition, \$5. For further details, see advertisement in May issue.

OHIO STATE UNIVERSITY—Columbus, O. June 22-July 23. L. W. St. John, director. Staff: Dr. D. Oberteuffer, Paul E. Brown. Tuition, \$15.

PENN STATE COLLEGE—State College, Pa. June 8-Aug. 28. Lloyd M. Jones, director. Courses in all Sports and Physical Education. Staff: Varsity Coaches. Tuition, \$6 per credit.

PLAINS COACHING SCHOOL—Plainview, Tex. R. L. Johns, director. Football. Tuition, \$5.

SHURTLEFF COACHING SCHOOL—Alton, Ill. July 27-31. W. G. Moss, director. Staff: Frank Leahy, Ed McKeever, Ed Krause, W. G. Moss. Tuition, \$10. For further details, see advertisement in April issue.

TENNESSEE COACHING SCHOOL—Nashville, Tenn. Aug. 10-15. Joe Sills, director. Staff: Red Sanders, Jess Neely, John Mauer. Tuition, \$10. For further details, see advertisement on this page.

UNIVERSITY OF COLORADO—Boulder, Colo. June 15-July 17, July 20-Aug. 21. Harry G. Carlson, director. Courses in all Sports and Physical Education.

UNIVERSITY OF IOWA—Iowa City, Iowa. June 18-Aug. 8. E. G. Schroeder, director.

UNIVERSITY OF NORTH CAROLINA—Chapel Hill, N. C. Aug. 17-22. R. A. Fetzer, director.

UNIVERSITY OF TENNESSEE—Knoxville, Tenn. June 8-July 15, July 16-Aug. 21. A. W. Hobt, director. Courses in Physical Education. Staff: Physical Education Department.

UNIVERSITY OF WYOMING—Laramie, Wyo. June 11-14. F. E. Davis, director. Staff: Harry Hughes, B. F. Oakes, Ev Shelton. Tuition, \$5. For further details, see advertisement on this page.

UTAH STATE AGRIC. COLLEGE—Logan, Utah. June 8-12. E. L. "Dick" Romney, director. Football and Basketball. Tuition, \$10.

WASHINGTON ST. COLLEGE—Pullman, Wash. June 15-Aug. 7. J. Fred Bohler, director. Courses in all Sports and Physical Education. Tuition, \$10.50 (four weeks). \$16.50 (eight weeks).

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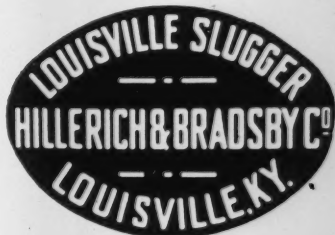
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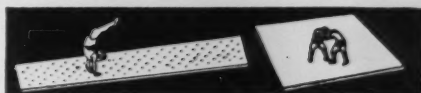
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Have you heard the one about the 12-year-old kid who asked Manager Mel Ott of the New York Giants for a tryout? Mel told the boy to come back in a few years, when he was older. Two days later, the kid showed up again and repeated his request for a tryout.

"I told you, sonny," Mel said, "come back when you're older."

"Mr. Ott," said the boy, "I watched your Giants when they played the Dodgers yesterday. That aged me ten years!"

It is generally agreed among New York's drama critics that the classic line of the current season occurred in the short-lived baseball play, *The Life of Reilly*. The plot centered around the efforts of a crooked gambling ring to prevent the hero, Rocket Reilly, a dim-witted Brooklyn Dodger pitcher, from hurling Sunday's game against the Giants. The chief crook talks Rocket into believing that he (Reilly) committed a homicide, and that he would be electrocuted if caught by the police.

The screwball considers this thoughtfully, and then proudly boasts: "If I die in the electric chair I will at least die for something I believe in—capital punishment!"

After holding out one winter for \$25,000, Waite Hoyt, Yankee great of yesteryear, decided to go up and see Jake Ruppert, the fabulously wealthy owner of the club about it.

"Well, Hoyt," old Jake greeted him, "so I'm going to have trouble with you, too. Ruth wants \$85,000, this fellow wants \$30,000, another wants \$25,000, and now you." He shook his head and tried to talk Hoyt into a bonus clause, but the pitcher wouldn't go for it. So Jake told him to go into the next room and cool off.

The four walls of the second room were covered with pictures of the various Ruppert properties and Hoyt killed time by looking at them. When Ruppert came in he noticed what Hoyt was doing.

"Some properties, heh?" he said. "That one there—that's my country estate, cost me \$800,000. Next is my building at 42nd Street, cost me a million. Next is the brewery, two million and a half. Next my place on Fifth Avenue, \$500,000." Then they started into the office and Ruppert asked Hoyt what he thought he was worth in salary.



Coaches' Corner

"Twenty-five thousand?" Ruppert roared. "What do you think I am, a millionaire?"

It is rumored in these parts that Coach Joe Muchmore, one of the veteran baseball mentors at Evanston, Ill., has developed rather unusual talents as an artist. As the story goes Joe was busy last fall decorating a couple of wooden decoys in the hope that he would be able to fool a few mallards along the Illinois River as soon as the season opened. Joe's paint job was so effective that a cat ate one of the decoys and the other one got up and flew away. But, shucks, a fellow don't rightly know whether he oughta believe a thing like that.

Last season was one of the best in many years for University of Iowa cagers. Three of the regulars, Co-Captain Rudy Soderquist, high scorer Tom Chapman, and all-Conference center Milt Kuhl were married before or during the conference season. Coach Rolie Williams thinks that the added re-

sponsibility may have steadied his players and caused them to go about their work on the basketball floor more seriously.

At last we have a member of our high school hole-in-one club. Coach Gerald M. Manion, River Falls, Wis., reports that his captain, Eugene Deiss, recently scored an ace on a 145-yard, par 3 hole.

They tell this one about Jim Crowley, former Fordham football coach now serving in Uncle Sam's Navy. It happened while Crowley was attending the special Navy V-5 Instructor's School at the Naval Academy. Serving as a section commander in the early days of the course, Crowley was called upon to maneuver his section out of the gym after an evening lecture.

The section was headed directly toward the bleachers, and Crowley couldn't remember the command which would straighten it out. In desperation he shouted orders never heard on a parade ground. Ultimately he stopped the section by exclaiming, "Left, or something! But for God's sake, fellers, don't go up in the bleachers!"

Coach George A. Norwood of the Churchill County High School, Fallon, Nev., recalls the good old B.T.R. (Before Tire Rationing) days. "While I was coaching at Sidney, Mont., last year, our football team travelled 1,200 miles, our basketball team 4,450 miles, and our track team 1,584 miles. That total of 7,234 miles looks to us like a national record that will stand for some time."

Here, at last, is the official four-year basketball record of Dwight Edleman, sensational Centralia, Ill., High School athlete:

Year	Games	Points	Average
1938-39	38	328	8.6
1939-40	33	571	17.3
1940-41	45	969	21.5
1941-42	39	834	21.3
	155	2702	17.4

Let's remember that the last 16 of these points were made in the Illinois state finals against a Paris defense that dogged every step he took. Paris had won 40 straight games during the season and was in the finals for the sixth time in the past seven years. Well into the fourth quarter Centralia

Illustrated by Kate "X Card" Tracy



trailed by 13 points. Eddleman's final four tallies tied the count and then brought victory to Coach Arthur L. Trout's "Orphans." Let's remember, too, that Coach Trout has been on the job at Centralia for 28 years. In that time he has won three state crowns. Eddleman is now busy setting a new high jump record for the state. At present he has the mark pushed up to something over 6 ft. 6 in.

Incidentally, only four players have ever taken part in three Illinois state final tournaments: Eddleman of Centralia, Lou Boudreau of Thornton, Chuck Winston of Joliet, and Ralph (Moon) Baker of Rockford. Just one more Eddleman item: He is scheduled to enroll at the University of Illinois this June. If he makes good he will be able to team up with Doug Mills' sophomores: Gene Vance of Clinton, Andy Phillips of Granite City, Ed Menke of Dundee, and Jack Smiley of Waterman. These five were picked as the all-Tournament team of the 1940 Illinois state tournament.

Coach Doxie Moore of Mt. Vernon, Ill., requests Fred Trewyn of Wakefield, Mich., to reserve a seat on the tournament mourners' bench for him. Twice during the regular season, Mt. Vernon defeated Eddleman and Co. of Centralia.

"In the finals of the sectional, Centralia vs. Mt. Vernon, there were 41 fouls called, 24 on Mt. Vernon, a team that had averaged 9 per game for its 34-game schedule. All five Mt. Vernon regulars were fouled out, and Centralia won 43 to 42 in the last five seconds. A week later Centralia won the state title."

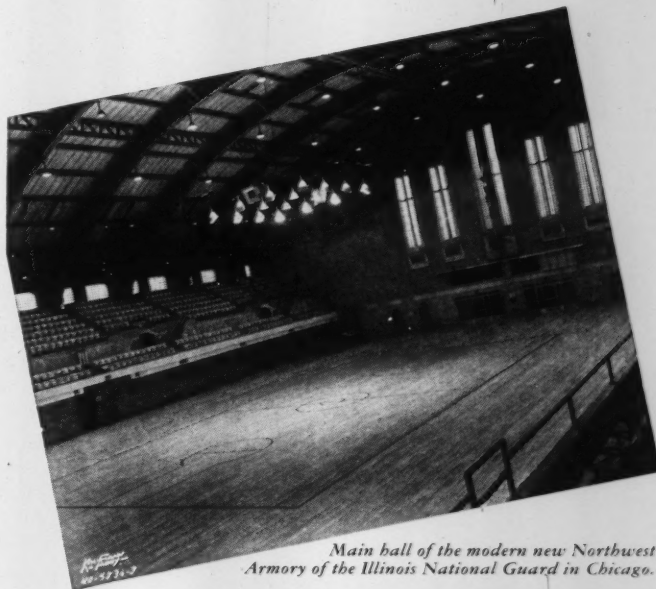
Among the war casualties must be listed the proposed Pan-American Games that were to be held this summer in Buenos Aires. When the United States, Mexico, and Brazil withdrew their entries in order to concentrate against the Axis, Argentine officials regretfully decided to postpone the contests until a more opportune time.

Ultimately the Pan-American Games may become the greatest exhibition of athletic prowess the world has ever known. We hope as much, for the idea of a Western Hemisphere of one people, a free, democratic, and united Western World, must be fostered in every possible way. For the successful development of such an ideal, sportsmanship is basic. Unselfishly promoted and properly conducted, the Pan American Games can do much to develop cordial relationships among us all.

Meanwhile skiing enthusiasts of Bolivia, Canada, Chile, and the United States have completed the organization of a new ski union of the Americas. The international group will attempt to do everything possible to promote amateur skiing in the Western Hemisphere.

(Concluded on page 39)

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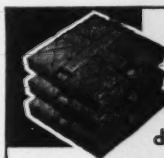
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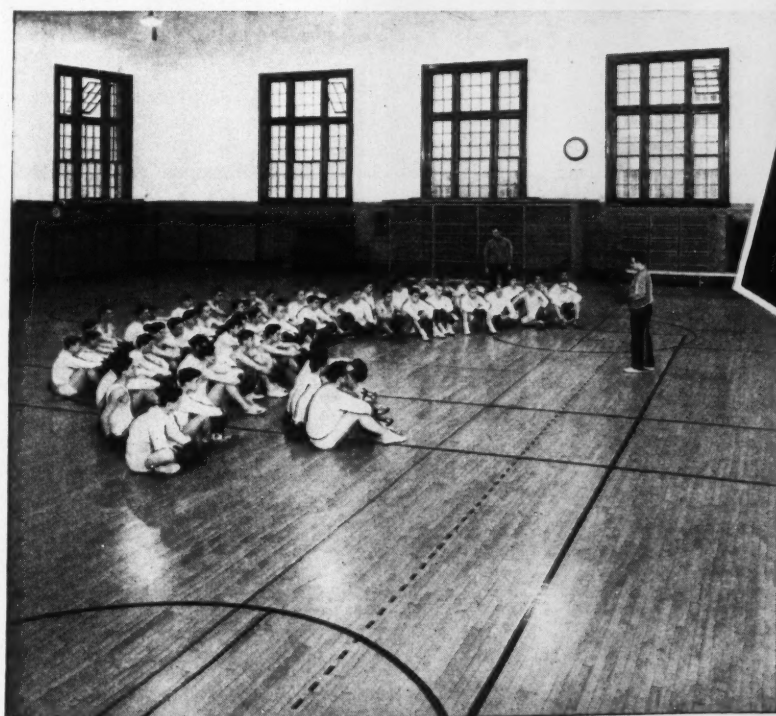
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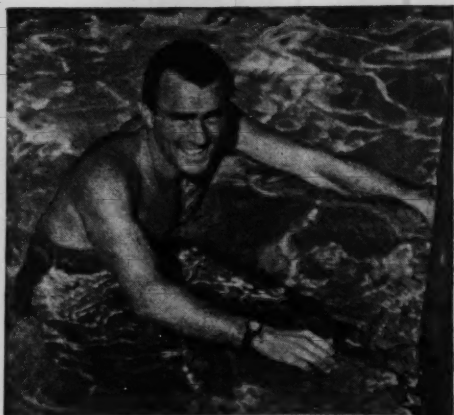
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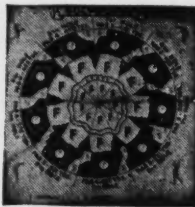
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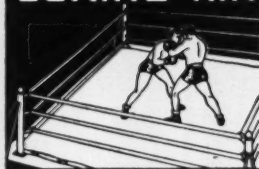
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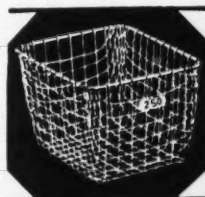
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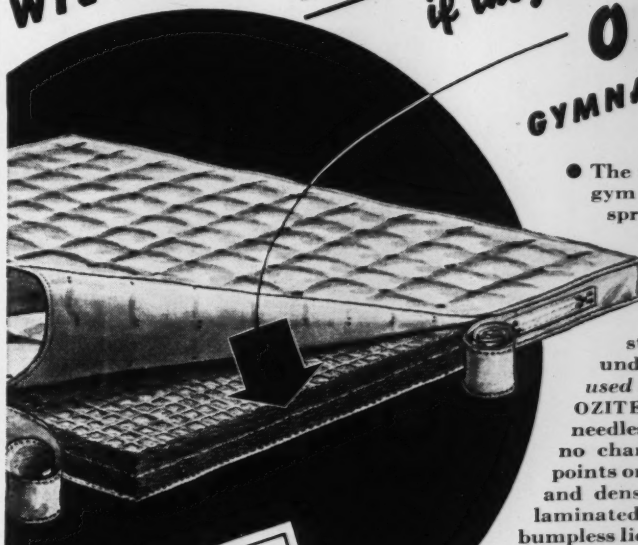
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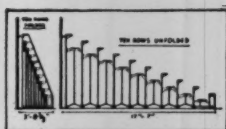
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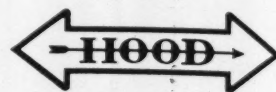
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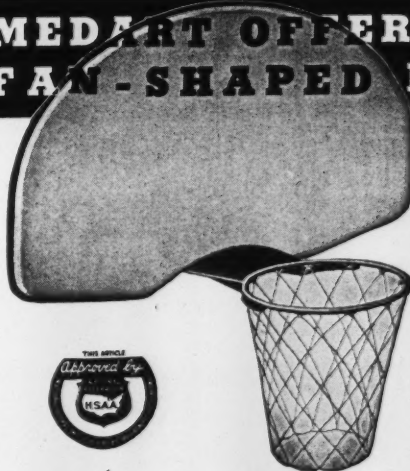
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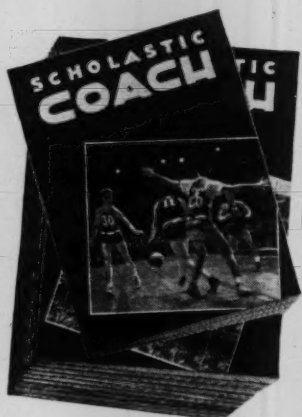


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Coaches' Corner

(Continued from page 29)

Wonder what percentage of the colleges will decide they can get along without the freshman rule for the duration. The College of the City of New York was one of the first to set aside the rule. Just recently the Illinois College Conference suspended the frosh limitation for one year. Here's hoping they're not too optimistic about the length of the "duration."

One of the best of Arch Ward's recent yarns concerns young Ken Sears, son of Umpire Ziggy Sears of the National League, who spent the early spring catching for the Yankees. "It seems that last year in the International League Ziggy Jr. had a run-in with an umpire and was invited to leave the park. When newspapermen in Florida asked Ziggy Sr. if he had

heard of the episode, he replied: "Yes, and I think it was just terrible. Mother and I aren't even speaking to the pup!"

Who cares department: In August, 1935, Tom Morris set an all-time rope skipping record by skipping his way from Melbourne to Sydney, Australia. Distance, 590 miles. Took him 28 days and 472,000 skips, an average of .800 skips per mile.

In memoriam: Margaret Osborne Wood, January 25, 1909—May 12, 1942. "In the face of the inevitable, her courage was beyond belief."

BILL WOOD

MASTER COUPON

After checking carefully items desired, this coupon may be sent directly to Scholastic Coach advertising department, 220 East 42nd Street, New York, N. Y., from which point the advertiser will be notified of the requests.

ALCOHOL EDUCATION

- ☐ Dean Cromwell Poster
How Many?

AMERICAN CRAYON
(26)

- ☐ Kaysan Demonstration
Kit

AMERICAN HAIR & FELT
(35)

- ☐ Information on Gym
Mats

BECTON, DICKINSON
(34)

- ☐ Ace Athletic Manual

BIKE WEB (17)

- ☐ Information on Athletic
Supporters

CEDAR KRAFT (32)

- ☐ Information, Score
Boards

COACHING SCHOOL**INFORMATION**

- ☐ Tennessee (27)
☐ U. of Wyoming (27)

HILLERICH & BRADSBY
(27)

- ☐ "Famous Sluggers of
1941"

SOFTBALL RULE BOOK
How Many?

- ☐ All You Need to
Start Golf

HILLYARD SALES (31)

- ☐ Catalog on Floor Treat-
ment and Maintenance
☐ Basketball Chart and
and Score Book

HORN MFG. CO. (36)

- ☐ Illustrated Folder on
Bleacher Installations

HUNTINGTON LABS.

(See inside front cover)

- ☐ Basketball Coaches
Digest

RICHARD M. JOHNSON
(32)

- ☐ Individual Embroidered
Name Plate

KAHNFAST ATHLETIC
FABRICS (23)

- ☐ Swatches, Twill-Satins

LINEN THREAD (21)

- ☐ Catalog on Sports Nets

LITTLE TECHNICAL
SPORTS LIBRARY (23)

- ☐ 79c Book Titles

MAPLE FLOORING (29)

- ☐ Information and Specifi-
cations on Gym Floors

(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 40 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

NAVAL AVIATION COACHING SCHOOL

COACHES, athletic directors, and physical educators who are eager to adapt their school and college programs to the nation's wartime physical fitness needs will be given an opportunity this summer to study at first hand the intensive physical training system with which naval aviation cadets are being prepared for the tasks ahead of them.*

The Honorable Frank Knox, secretary of the Navy, and Admiral Jacob, chief of the Bureau of Naval Personnel, have just approved a plan for the establishment of special coaching schools for school and college physical education and athletic

department teachers and administrators. These courses will be given at the United States Navy's four pre-flight schools from August 3 to 15, inclusive.

For two weeks, properly qualified persons will be permitted to familiarize themselves with the program by attending lectures, watching demonstrations, observing the cadets going through the routine, and actually participating in some of the work. They will live in the pre-flight schools, observe the same regulations as the cadets, eat the same food, engage in military drills, and follow the course under the supervision of the officer specialists.

There will be no tuition fee for the course or charge for lodging, but those attending the school will be required to pay in advance for food

and laundry. All coaching school "students" must live on the stations and adhere to the regulations laid down for their administration.

The curriculum will include instruction and practical work in these sports:

Hand-to-Hand Combat	Boxing
Military Track	Football
Gym and Tumbling	Wrestling
Baseball	Basketball
Soccer	Hiking
Program Administration	Mass Exercise
Swimming	Military Drill

The instructors will be officers who were experts in their fields in civilian life before they volunteered for service in the naval aviation physical training program. Their ranks include many of the country's most prominent coaches and physical educators. A few of the more famous are listed herewith with their school stations in parentheses.

Football: Bernie Bierman and Larry Mullins (Iowa), Jim Crowley (North Carolina), Sam Barry and Tex Oliver (St. Mary's), Dutch Smith and "Bear" Wolf (Georgia). **Baseball:** Glenn Killinger (N. C.), Forrest Twogood (S. M.), D. T. Campbell (Ga.). **Basketball:** Dick Raese (N. C.), Rollie Williams (Ia.), Everett Case (S. M.). **Track:** Bill Neufeld and Jack Morris (N. C.), Choc Sportsman (Ga.), Larry Snyder and Russ Walter (Ia.), Jack Weirhauser (S. M.).

Boxing: Ed Haislet (Ia.), Roy Simmons (Ga.), Ike Deeter (S. M.), Allie Wolff (N. C.). **Wrestling:** Pop Speidel (N. C.), Dave Bartelma (Ia.), Cliff Keen (Ga.). **Hand-to-Hand:** Ed George (N. C.), Wesley Brown (Ia.). **Soccer:** Earl Waters (N. C.), W. E. McCloud (S. M.). **Gym and Tumbling:** Hartley Price (Ia.), Marshall Brown (Ga.), Charles Keeney (S. M.).

Swimming: John Miller (N. C.), W. F. Foster (Ga.), Joe Torney (S. M.). **Mass Exercises:** Mitchell Gary (Ia.), John Sabo (N. C.), Carl Young (S. M.). **Sports Programs:** Harvey Harman (N. C.), Jim Blewett (S. M.), Mike Brumbelow (Ga.).

Applicants may attend any one of the four schools, but it is expected they will select the one nearest to their homes. Because the facilities of the schools are limited, it will be necessary to restrict the number of applicants. For this reason, it is advisable to file your application at once. You may use the accompanying coupon. Address your application to the Commanding Officer, U. S. Navy Pre-Flight School, at any one of the following sites: Chapel Hill, North Carolina; Athens, Georgia; Iowa City, Iowa; St. Mary's College, California.

COMMANDING OFFICER U. S. Navy Pre-Flight School

(Location of School you wish to attend)

I wish to enroll in the special coaching classes at your school August 3-15, and agree to conform to the regulations established for the conduct of this course. I will pay in advance for the cost of meals and laundry.

Name and Age.....Home Address.....

School or College.....

Address.....Position.....
(Attach a small recent photograph of yourself.)

SCHOLASTIC COACH MASTER COUPON

(See page 39 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

- | | | |
|---|---|--|
| G. McARTHUR & SONS
(35)
<input type="checkbox"/> Free School Towel Plan | PENNA RUBBER (36)
<input type="checkbox"/> Badminton Rules Book
(Enclose 3c stamp) | UNITED CLAY MINES
CORP. (30)
<input type="checkbox"/> Bulletin, Field Marker |
| FRED MEDART (37)
<input type="checkbox"/> Playground Equipment | PENNA SALT (2)
<input type="checkbox"/> Sample of Tilite | UNIVERSAL BLEACHERS
(37)
<input type="checkbox"/> Catalog |
| <input type="checkbox"/> New Fan-Shape Backboard & Goal | PETERSEN & CO. (27)
<input type="checkbox"/> Catalog on Gym Mats, Football Dummies, Wrestling Mats | U. S. RUBBER (3)
<input type="checkbox"/> Booklet, "Baseball" by Frankie Frisch |
| <input type="checkbox"/> Telescopic Gym Seats | | How Many? One for each squad member |
| <input type="checkbox"/> Gym Mats | JULES RACINE (34)
<input type="checkbox"/> New Sports Timer Catalog | <input type="checkbox"/> Booklet, "Outdoor Sports and Games" How Many? |
| <input type="checkbox"/> Catalog on Goal-HI | A. G. SPALDING (1)
<input type="checkbox"/> Football Catalog | VOIT RUBBER CO. (30)
<input type="checkbox"/> Catalog on Rubber Balls |
| NAT. SPORTS EQUIP.
(31-4)
<input type="checkbox"/> Catalogs: Bases, Mats, Rings | | |

NAME.....POSITION.....
(Principal, coach, athletic director, physical director)

SCHOOL.....ENROLLMENT.....

CITY.....STATE.....

No coupon honored unless position is stated

June, 1942

To Meet a Major **WARTIME TEACHING NEED**

Scholastic Magazines announce

THE **NEW** ILLUSTRATED NEWS REVIEW MAGAZINE



FOR GRADES **8-9-10** 24 Pages Every Week Only **40c**
A SEMESTER

TO MEET expanding social studies needs in the middle and lower high school years and in junior high school, SCHOLASTIC will publish a new and different kind of social studies classroom magazine in the fall. In **WORLD WEEK** the history teacher will have a compact, well organized, well illustrated weekly geared to wartime needs.

WORLD WEEK'S Practical Features Will Include:

NEWS REVIEW AND BACKGROUND

The story behind the week's events

CIVICS & GOVERNMENT IN THE NEWS

How government functions in wartime

LARGE MAPS FOR CLASSROOM USE

Weekly maps by expert mapmakers

HISTORICAL PICTURE STRIP

News background in picture form

SECTORS OF THE WORLD

Sections on Latin America, Africa, Far East

AIR CONDITIONING

AMERICAN YOUTH

A weekly textbook on Aviation

OTHER EXCLUSIVE FEATURES . . .

Personalities in the News

Charts and Pictorial Units

Cartoons, drawings and photographs

War on the Home Front

Democracy at Work series

Editorial on Citizenship Training

Letters from Servicemen

Forum of the Future Series

Domestic and world news background

THESE PRACTICAL TEACHING AIDS

FULL PAGE QUIZ every week in students' copies

LESSON PLANS, Projects and teaching guides

PREVIEW OF COMING FEATURES to help plan lessons

SUGGESTED OUTSIDE READING LISTS

SEND ME FREE TRIAL COPIES OF WORLD WEEK

SC 6-42

SCHOLASTIC MAGAZINES, 430 Kinnard Avenue, Dayton, Ohio

Please send me the following FREE TRIAL COPIES of your first September issue:

- _____ copies WORLD WEEK
- _____ copies SCHOLASTIC—Combined Edition
- _____ copies SCHOLASTIC—Social Studies Edition
- _____ copies SCHOLASTIC—English Class Edition
- _____ copies JUNIOR SCHOLASTIC

NAME _____

SCHOOL _____

GRADE AND SUBJECT _____

ADDRESS _____

CITY _____

STATE _____

**RESERVE YOUR
FREE TRIAL COPIES
OF THE FIRST ISSUE
NOW**

Just indicate the number of students you expect to have in September on the coupon below and we'll send you a bundle of FREE TRIAL COPIES of the first issue of **WORLD WEEK**—Out September 14th. No charge—No obligation.



SCHOLASTIC'S

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Meet Your Wartime Teaching Needs

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• SCHOLASTIC—Social Studies Edition—50¢

Grades 8-9-10:

WORLD WEEK—ONLY—40¢

Grades 6-7-8:

JUNIOR SCHOLASTIC—NOW—30¢

For English Classes:

For High School Grades:

• SCHOLASTIC—English Class Edition—50¢

For Junior High School Grades:

JUNIOR SCHOLASTIC—NOW—30¢

For Unified Programs:

For High School Grades:

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Social Studies and English Editions—ONLY 65¢



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